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SCIENTIFIC DETERMINATION OF THE CON-
TENT OF THE ELEMENTARY SCHOOL
COURSE IN READING

A DISSERTATION

SUBMITTED TO THE FACULTY
OF THE GRADUATE SCHOOL OF ARTS AND LITERATURE
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

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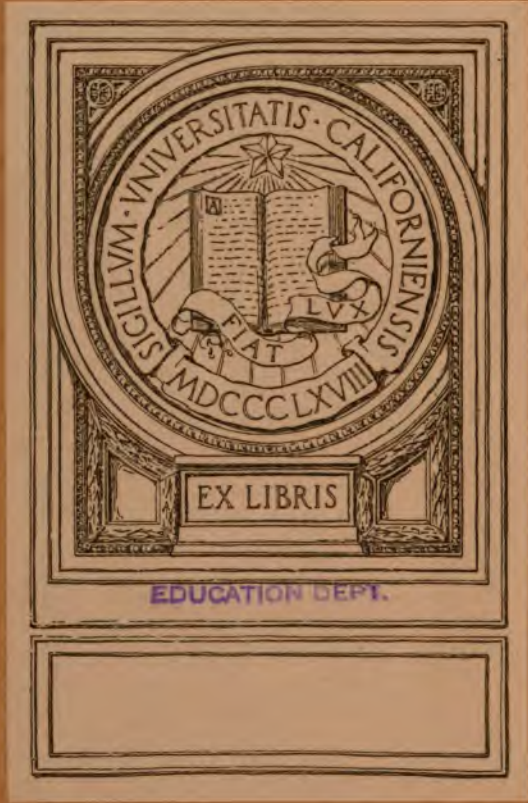
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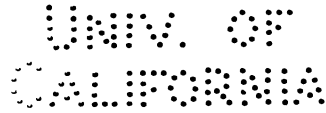
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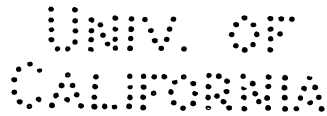
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**SCIENTIFIC DETERMINATION OF THE CONTENT
OF THE ELEMENTARY SCHOOL
COURSE IN READING**

**BY
WILLIS LEMON UHL
ASSOCIATE PROFESSOR OF EDUCATION**

**MADISON
1921**

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TO THE
SECRETARY

To
A. H. H.

EDUCATION DEPT.

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CHAPTER I

INTRODUCTORY STATEMENT

Elementary school reading has been criticized adversely on several grounds. (1) It has been said that the content is too limited in many courses of study. (2) It is said that material which is over-mature in content and form is attempted, thus entailing the expenditure of much time in analysis and explanation. It is alleged in this connection that a more careful grading would enable the pupils to read and to enjoy more material than is now read. (3) The over-maturity of content and the consequent need for explanation render silent reading difficult if not impossible. (4) Many selections are read and re-read or presented in different versions. This procedure, it is held, leads not only to a waste of time but also to a loss of interest of pupils. (5) It is said that many series of readers are compiled with a view to giving drill upon certain difficulties or exemplifying literary forms, and that readers thus organized provide much material which is undesirable for school use. Such criticisms together with a desire to remedy existing conditions led to the present investigation.

PURPOSE OF THE PRESENT INVESTIGATION

The series of investigations reported in the following chapters was undertaken, therefore, for the purpose of studying the content of elementary school reading courses and with a view to formulating plans for improving it. This general purpose includes three minor ones, each of which will be considered in detail: first, the elimination of unsuitable reading material; second, the detection of superior reading material; and, third, the accurate placement of this superior material.

THE OUTCOMES OF ELEMENTARY SCHOOL READING

Inasmuch as the course in reading is a part of the necessary training of students in all other school courses, instruction in the art of reading leads to a wide variety of outcomes. The

following formulation of outcomes is presented in anticipation of analyses of reading material now in use and the comments of teachers and pupils upon this material. This formulation is introduced here because the determination of the content itself depends largely upon the character of the desirable outcomes.

1. Mastery of the Mechanics of Reading. The mastery of the mechanics of reading includes (1) the automatization of rapid word recognition in oral and silent reading and the correct pronunciation of words occurring singly or in passages; (2) the development of expressional processes such as proper inflection, pitch, and tone; (3) the development of skill in different kinds of reading, as careful reading, cursory reading, and reading for purposes of reference; (4) the enlargement of the reading vocabulary so as to include the ability to read (a) informational non-literary material such as newspapers, popular science books, easy biography and travel, and first-year high school books, and (b) belles lettres.

2. Ability in Interpretation. Ability in interpretation includes the ability (1) to understand the content of passages read; (2) to analyze what is read; (3) to select the points of interest in reading matter; (4) to assume the author's point of view; and (5) to apply the content to situations other than those presented in the material read.

3. The Development of General Culture. This general outcome includes (1) the cultivation of ability to enjoy what is read; (2) training in further pursuance of thoughts suggested by the selections read; (3) an acquaintance with a variety of literature—(a) literary masterpieces to be enjoyed and to serve as standards of literary taste and (b) informational literature dealing with current affairs, scientific inventions, biography, etc.; and (4) practice in dealing with problems involving nature, interesting action, character study, morality, and other social matters.

MEANS FOR ATTAINING THE OUTCOMES

1. Means for Attaining Mastery of the Mechanics of Reading. In the lowest grades, readers have been care-

fully constructed so that each lesson presents only a few new words. Certain readers are criticized for restricting too greatly their content in order to ensure a simple vocabulary. Other readers, when offering more varied and interesting content, are criticized for presenting too many new words in each lesson. In order to avoid both difficulties, cumulative stories providing drill have more recently been used. Drill upon the expressional factors of reading greatly influenced the content of older readers; teachers even now refer to certain selections as contributing especially to the development of effective oral expression. The development of skill in silent reading requires that a large amount of material of different types be provided. A closely related demand calls for a variety of material for practice in careful reading, cursory reading, and reading for purposes of consultation.

2. Means for Developing Ability in Interpretation. The development of ability in interpretation requires content which presents problems, interesting situations, or points of view providing opportunities for the activity of pupils in selecting, analyzing, and making applications. The selection entitled *The King of the Golden River* is an example of material which offers training in these aspects of interpretation. When this story is used in the later grades, the activities of the characters are within the pupils' understanding, and, after analytical study, are found to exemplify the author's attitude toward such traits as selfishness, adventure, and kindness.

3. Means for the Development of General Culture. General culture requires (1) selections embodying qualities which add to pupils' interests; (2) selections having a wide range of application; (3) selections possessing literary merit; (4) selections containing interesting information; (5) selections in which there are opportunities to apply the content so as to rationalize emotions toward moral situations, and selections portraying social situations which foster (a) the discussion of such qualities as faithfulness, kindness, and sympathy, or (b) cooperative activities such as dramatization and constructive work, and (c) selections which suggest other interesting problems.

CHAPTER II

METHOD, PROCEDURE, AND CHARACTER OF THE DATA

Up to the present time, several methods of selecting subject matter for the elementary school course in reading have been followed. A method commonly used is that in which the compiler of a series of readers chooses the content upon the basis of personal interests and standards of value. A similar method is that in which a city superintendent in cooperation with one or more teachers selects material upon the basis of its apparent interest and worth and the teaching value as determined by ordinary experience in a single school or in a few schools. Another method is that employed by persons who have carefully tried out for a period of years a large number of reading selections with a view to selecting the most successful ones. The published statements accompanying the various readers now in use imply that one of these methods or a combination of them has been followed. Definite formulations of standards do not appear to have been made.

These empirical methods by their emphasis upon certain reading selections and the gradual rejection and elimination of others have led to a rough standardization of reading material. The criticisms at the beginning of Chapter I show, however, that limitations in the application of these methods exist. One limitation is the tendency to overemphasize subject matter, instead of giving sufficient consideration to the interests and maturity of pupils. Criticisms of the results of using these methods show that data from a large number of school systems are needed in order to formulate legitimate standards for choosing reading material. These data should indicate (1) the range of selections now in use; (2) the degree of success of these selections; and (3) the reasons for success or lack of success.

The Method of This Investigation. Two methods have been followed in this investigation: first, reactions have been obtained directly from teachers and pupils upon selections read in school; and, second, these reactions have been studied with a view to formulating plans for selecting and standardizing the material of the reading course. Instead of accepting the judgments of a few teachers or of experts more or less closely associated with teaching, we have thus drawn upon the experience of a representative number of teachers actively engaged in administering the reading course. From them we have learned what material is now in use and also their judgments of the success of this material.

The Procedure. The following outline shows the form of procedure followed in obtaining the reactions from teachers and pupils to reading matter:

1. Reactions to basal reading matter.
 - a. From teachers.

Questionnaire I: Analytical questions on the content of basal readers.

Questionnaire II: Classified lists of titles of selections sent to teachers for their comments.
 - b. From pupils.

Representative selections presented directly to pupils. Pupils' interest in the selections measured by asking them to state whether they liked or disliked each selection and why.

Pupils' comprehension of the selections measured by questions on the selections read.
2. Reactions to new informational literature.
 - a. From teachers.

Questionnaire sent to teachers who had used this literature.
 - b. From pupils.

Informational selections presented to pupils with the request that they state whether they liked or disliked them and why.

CHARACTER OF THE DATA

(1) **Teachers' Judgments on Standard Selections. Questionnaire I.** An attempt was made so to present the first questionnaire that teachers would judge both the grading and the general character of the selections reported on. In order

to keep the teachers within the bounds of their actual experience and yet give them a fairly free hand in naming selections, they were asked to report on the readers most used in their grades. The questionnaire follows:

To the Teacher: Fill out the blanks carefully. Return to Superintendent's office by October 10th.

City..... School..... Grade.....
Name the one reader used most frequently in your grade.....

Name selections in this reader which prove most successful for use in your grade as outlined below. Name the selection more than once if necessary.

1. Name two selections which pupils ask to re-read most. What reasons do they give for their choice?

a. Title..... Reason for choice.....
b. Title..... Reason for choice.....

2. Name two selections which the pupils discuss most enthusiastically. Name the point of special interest in each.

a. Title..... Point of interest.....
b. Title..... Point of interest.....

3. Name the selection most effective in stimulating pupils to do independent thinking. Give reason.

Title..... Reason.....

Name the selections in this reader proving most unsatisfactory for your use in your grade as outlined below.

1. Name two selections which your pupils say they dislike. What reasons do they give?

a. Title..... Reason for dislike.....
b. Title..... Reason for dislike.....

2. Name two selections about which you are unable to provoke discussion. State cause of difficulty.

a. Title..... Cause of difficulty.....
b. Title..... Cause of difficulty.....

3. Name one selection which the pupils cannot understand because the content is too mature.

4. Name the selection with which you secure poorest results. Why?

Title..... Reason for choice.....
Signature.....

This questionnaire was sent in September, 1915, to cities the superintendents of which had previously indicated a willingness to cooperate in the investigation. These cities were selected as representative of conditions in the country as a

whole.¹ The superintendents were asked to distribute cards bearing the questionnaire to teachers upon whose judgment in such matters reliance could be placed. Replies were received from 2,253 teachers from 80 cities located in 25 states and the District of Columbia. Table I shows the number and distribution of teachers responding for each grade.

TABLE I. THE RESPONSES TO THE FIRST QUESTIONNAIRE.

THE NUMBER AND DISTRIBUTION OF CITIES FROM WHICH RESPONSES WERE RECEIVED AND OF TEACHERS WHO RESPONDED

Grades	I	II	III	IV	V	VI	VII	VIII	Total
Cities	40	75	72	80	67	55	70	68	80
Teachers	184	361	327	376	327	185	261	232	2253

The following copy of one of the teachers' responses is a fair sample of the returns (Baldwin and Bender Reader, Grade V):

- Two selections which the pupils ask to re-read most.
The Sportsman.—They like to play or act it.
The Finding of Mabon.—Because it is about knights.
- Two selections which the pupils discuss most enthusiastically, together with the point of special interest in each.
The Story of Bucephalus.—Alexander's success.
The Choosing of Greyfell.—Testing the horses.

1. The following cities took part in the first questionnaire: Akron, O.; Altoona, Pa.; Ann Arbor, Mich.; Athens, O.; Bangor, Me.; Battle Creek, Mich.; Brockton, Mass.; Burlington, Ia.; Butte, Mont.; Calumet, Mich.; Canton, O.; Cedar Rapids, Ia.; Charleston, S. C.; Cincinnati, O.; Cleveland, O.; Clinton, Mass.; Columbus, Ga.; Columbus, O.; Creston, Ia.; Davenport, Ia.; Decatur, Ill.; Des Moines, Ia.; Dubuque, Ia.; East Chicago, Ind.; Elgin, Ill.; Elmira, N. Y.; Erie, N. Y.; Evansville, Ind.; Flint, Mich.; Hammond, Ind.; Harrisburg, Pa.; Holland, Mich.; Huntington, Ind.; Hutchinson, Kans.; Iowa City, Ia.; Indiana Harbor, Ind.; Jackson, Mich.; Jamestown, N. Y.; Johnstown, Pa.; Joplin, Mo.; Kingston, N. Y.; Lafayette, Ind.; Lancaster, Pa.; Lansing, Mich.; La Salle, Ill.; Lewiston, Me.; Lexington, Ky.; Logansport, Ind.; Louisville, Ky.; Manchester, N. H.; Marquette, Mich.; Minneapolis, Minn.; Mishawaka, Ind.; Montclair, N. J.; Muncie, Ind.; Muskegon, Mich.; New Britain, Conn.; Newton, Mass.; Niagara Falls, N. Y.; North Platte, Neb.; Ogden, Utah; Phoenix, Ariz.; Port Huron, Mich.; Pueblo, Colo.; Reno, Nev.; Richmond, Ind.; Rochester, N. Y.; Saginaw, (East and West) Mich.; St. Joseph, Mo.; South Bend, Ind.; Spokane, Wash.; Springfield, O.; Springfield, Mass.; Syracuse, N. Y.; Topeka, Kans.; Troy, N. Y.; Vincennes, Ind.; Wallingford, Conn.; Washington, D. C.; and Wichita, Kans.

3. The selection which is most effective in stimulating independent thinking.

Who Is the Happiest Man?—Moral lessons must be reached by the children's own thought.

4. The selection which is most satisfactory from every point of view.

The Finding of Mabon.—Good moral lesson, interesting, and children like to play it.

1. Two selections which the pupils say they dislike and their reasons.

Elizabeth Eliza's Piano.—Stupid people.

The Kettle and the Cricket.—Not enough action.

2. Two selections about which discussion cannot be provoked.

A Happy Boy and His Playmate.—Too simple for this grade.

The Kettle and the Cricket.—Children do not understand it.

3. One selection which cannot be understood on account of over-maturity of thought.

Not any.

4. Name the selection with which you secure the poorest results.

Eyes and No Eyes.—Speeches too long and not enough character.

After the returns from the first questionnaire had been tabulated, it was found that many standard selections had been named by large numbers of teachers. The questions were so worded, however, that selections with outstanding good or bad qualities were most likely to be mentioned. Also, the mentioning of a selection depended upon its occurrence in a reader. Consequently, many standard selections were mentioned only a few times. In order to obtain more judgments on these standard selections, and judgments of many teachers of each of the successive grades on the same material, another questionnaire was prepared.

Questionnaire II. The second questionnaire, which was sent in February, 1917, was based largely on the results of the first. It consisted of titles of selections arranged in lists of about fifty for each of the eight grades. In order to obtain a uniform terminology, a descriptive list of desirable and undesirable terms used in the responses to Questionnaire I was included with the directions for judging the selections.

The choice of selections to be submitted in the second questionnaire was determined on the basis of several considera-

tions. Although close agreement existed in Questionnaire I upon some selections, there was either disagreement or a paucity of responses upon other widely used selections. The second questionnaire was planned with a view to obtaining (1) confirmatory evidence upon certain selections which the earlier questionnaire had indicated as either desirable or undesirable—the lists were not as representative of inferior as of superior selections; (2) more ample comments upon selections regarding which the responses to Questionnaire I were divided; and (3) judgments upon standard selections which were seldom or never mentioned in Questionnaire I. The descriptive list of qualities together with other directions was as follows:

DIRECTIONS FOR JUDGING READING SELECTIONS

1. On the following page is a list of selections which are widely used in your grade. The Committee on Economy of Time is desirous of securing the judgments of a large number of teachers with reference to each selection.

2. Rank, by numbering from one to fifteen in order of merit, the fifteen selections which you regard as being the best ones for use in your grade. Do this independently of the following work.

3. Below is a list of qualities which are to be used by you in giving your estimate of each of the selections. (You will need to write only the italicized part of the quality.)

4. Below each selection with which you are familiar write the names of qualities which you consider as being uppermost in the selection. Be as specific as possible. When you name more than one quality in describing a single selection name the most important quality *first*.

5. On the back of the next sheet make more detailed analyses of two selections with reference to your own grade. Use the selection which the pupils like best and the one which they dislike most. In these analyses use the following terms or other ones to designate the qualities which make the selections desirable or undesirable for your grade. Return the sheet by March 10. Keep this sheet.

DESIRABLE QUALITIES

1. *Interesting* because of *humor*; *variety* of style or of material; *dramatic*, that is, *exciting*; *interesting action*, though not *exciting*; *interesting repetition* as in tales for lower grades; portrayal of *home life* or *child life*; *personification*; *interesting people* described or taking part in the action; *interesting problems* for class discus-

sion; or because the story is *well told*. (State which of these qualities makes the selection interesting to your pupils.)

2. *Within grasp* because of the *familiar subject matter*, the *diction*, the *form of expression*, or *easy content*. (State which.)

3. A story of *adventure*, *knighthood*, *romance*, or *heroism*. (State which.)

4. A valuable lesson for your grade because it *cultivates expression* in oral reading; *enlarges vocabulary* by giving new words which are within grasp of the pupil; *stimulates thought* on account of *interesting information* or *character study*; presents *good moral teaching*; *imagination* stimulated. (State which.)

5. *Rhythm* or *rhyme particularly attractive* or because your pupils *like rhythm* or *rhyme*. (State which.)

6. *Festival element* as in Christmas selections.

7. *Nature*—the selection is good for use in nature study.

8. *Dramatization*—appropriate for dramatizing.

9. *Animal play* or *about animals*. (State which.)

10. *Fairy element*, *magic*, or *supernatural*. (State which.)

11. *Faithfulness*, *kindness*, or *sympathy* portrayed. (State which.)

UNDESIRABLE QUALITIES

1. *Too mature* because of *hard words*, *hard or unfamiliar subject matter*, *too abstract material*, *hard symbolism*. (State which.)

2. *Uninteresting* because it has *no story*; *too much repetition*; *is too long*; *not well told*; *unreal*; *too childish*; *monotonous*; because *poetry is disliked* by your pupils; pupils are *tired of it*; *scrappy*, *not enough of the story is told*; *characters disliked*; or *too didactic*. (State which.)

3. *Moral teaching bad* or *moral too obvious*. (State which.)

4. *Too sad* or *too depressing* for pupils to enjoy. (State which.)

The second questionnaire was sent to the cities which had cooperated in the first. Replies were received from 741 teachers in 49 cities located in 16 states and the District of Columbia. The following table shows the number and distribution of replies:

TABLE II. THE RESPONSES TO THE SECOND QUESTIONNAIRE

THE NUMBER AND DISTRIBUTION OF CITIES FROM WHICH RESPONSES WERE RECEIVED AND OF TEACHERS WHO RESPONDED

Grades	I	II	III	IV	V	VI	VII	VIII	Total
Cities	46	48	47	46	48	43	44	46	49
Teachers	95	98	93	93	100	87	87	88	741

In spite of the heavy demands made by this questionnaire, it was carefully treated by the teachers who responded. A large number of teachers copied the lists of selections to give themselves space for detailed comments on each selection. The most elaborate report consisted of eighteen pages of typewritten material; the briefest contained short comments on at least ten or twelve selections. The following copy of one of the reports shows the character of the most common type of responses (Grade II):

SELECTIONS	COMMENTS
<i>Lambikin</i>	Dramatic, interesting repetition, personification.
<i>Robinson Crusoe</i>	Interesting problems, imagination, adventure, nature.
<i>Hans in Luck</i>	Interesting humor, cultivates expression.
<i>Town Mouse and Field Mouse</i>	Within grasp, familiar subject matter, about animals.
<i>Piping Down the Valleys Wild</i>	Hard symbolism.
<i>The Hare and the Tortoise</i>	Dramatization, good morals.
<i>Sleeping Beauty</i>	Imagination, nature.
<i>Who Has Seen the Wind?</i>	Easy content, rhythm.
<i>I Saw a Ship a-Sailing</i>	Child life, cultivates expression.
<i>Phaethon</i>	Imagination, good moral, character study.
<i>The Bell of Atri</i>	Cultivates expression, kindness, good moral.
<i>The Three Bears</i>	Personification, dramatization, imagination.
<i>Little Red Riding Hood</i>	Dramatic, personification, imagination.
<i>The Magpie's Lesson</i>	About nature, cultivates expression.
<i>Dick Whittington and His Cat</i>	Adventure, character study, good moral.
<i>The Three Little Pigs</i>	Dramatic, interesting repetition, personification, dramatization.
<i>Androclus and the Lion</i>	Stimulates thought, interesting information, faithfulness, about animals.
<i>East o' the Sun and West o' the Moon</i>	Fairy element, good moral.
<i>The Old Woman Who Found a Shapence</i>	Interesting repetition, interesting action, easy content.

<i>The Flag</i>	Dramatic, rhythm.
<i>The Bremen Band</i>	Personification, dramatization.
<i>Kluge Else</i>	
<i>Titty Mouse and Tatty Mouse</i>	Interesting repetition.
<i>The Fox and the Crow</i>	Personification, good moral.
<i>The Pied Piper of Hamelin</i>	Supernatural, imagination, dramatization.
<i>Henny Penny</i>	Interesting repetition, personification, dramatization.
<i>The Swing (Stevenson)</i>	Child life, interesting action, rhythm.
<i>My Shadow</i>	Child life, cultivates expression, rhythm.
<i>The Ugly Duckling</i>	Good moral, interesting action.
<i>Sweet and Low</i>	Home life, imagination, rhythm.
<i>The Village Blacksmith</i>	Too mature—hard words.
<i>How Mrs. White Hen Helped Rose</i>	Personification, cultivates expression, good moral.
<i>Cinderella</i>	Fairy element, imagination, good moral.
<i>Belling the Cat</i>	Personification, dramatic, cultivates expression.
<i>The Little Red Hen</i>	Personification, dramatization.
<i>Three Billy Goats Gruff</i>	Personification, dramatization, cultivates expression.
<i>Billy Binks</i>	Too mature—hard words.
<i>The Golden Touch</i>	Magic.
<i>Aladdin and the Wonderful Lamp</i>	Magic, imagination.
<i>The Ant and the Grasshopper</i>	Nature, good moral.
<i>The Doll's Thanksgiving Dinner</i>	Festival element, child life, kindness.

In addition to such carefully written responses as the foregoing, further evidence of the teachers' care is found in the more detailed analyses of the best and the poorest selections which were made. Two of the most frequently mentioned selections from Grade III were analyzed as follows:

Robinson Crusoe was the first choice of most third-grade children. Its charm lies perhaps in its vivid realism. The child lives and feels Robinson Crusoe's struggles and triumphs—his process of getting fire, shelter, food, and clothing forms a romance of interest and thrill to every child.

The story serves as a stepping stone to geography and world history. It correlates with the handwork a third grade child can do—

weaving, modeling, and drawing. It can be accompanied by other literature that emphasizes the spirit of adventure, as *Sinbad the Sailor*, *Columbus*, and *Hiawatha*,—literature with more artistic value perhaps than Defoe's homely, forceful style. It opens an easy avenue of self-expression in language work.

It is easy reading—within the word-concept and imaginative grasp of the child.

Daffy-down-dilly is liked the least by most pupils. It is old-fashioned, too long, and too didactic. The characters are uninteresting and disagreeable. It is not childlike, presenting rather an adult's viewpoint. Instead of emphasizing the joy of work, it presents a depressing, joy-killing theory that toil is found even in pleasure—and that to the children of the third grade.

The care with which both questionnaires were treated together with the large number of responses adds greatly to the weight of the judgments. They were apparently from the more careful teachers of representative cities. Consequently, there seem to be adequate data upon these representative selections so far as the teachers are concerned.

(2) *Pupils' Reactions to Standard Selections.* In order to get a different kind of data, the third part of this study was made in 1918 and 1919. This consisted of the presentation of selections directly to pupils and was carried on in four different schools. These schools were chosen because of the differences in the character of the pupils. One is the University of Chicago Elementary School (School U); the other three are public schools in Evanston, Illinois (Schools A, B, and C). Table III shows the number and distribution of pupils who participated. The Evanston schools are located in three very different neighborhoods and may be classified fairly accurately as follows: School A, attended by pupils of the middle class; School B, by pupils having access to home libraries, opportunities for wholesome recreation, and ample financial means; and School C, by pupils of the poorer classes with many foreigners and negroes recently from the South. Pupils of Grades I and II were not used in this part of the investigation because of their inability to write their reactions. References to the schools throughout this study will be by letter as just designated.

TABLE III

THE DISTRIBUTION OF PUPILS IN THE FOUR SCHOOLS WHICH COOPERATED IN THE STUDY OF READING MATERIAL

Schools		Number of Pupils per Grade						
		III	IV	V	VI	VII	VIII	T ¹
Grades -----								
Evanston Public....	A	56	42	-----	-----	44	73	215
	B	18	32	-----	-----	-----	-----	50
	C	18	36	38	37	26	17	172
University of Chicago Elementary School -----	U	-----	-----	30	28	34	-----	92
		-----	-----	-----	-----	-----	-----	-----
Total for all grades-----		92	110	68	65	104	90	529

The selections presented to the 529 pupils were chosen because of their use in nearly every city responding to either questionnaire, the variety of appeals to children as stated by teachers, and their common use in more than one grade. In order to provide a uniform appearance of these representative selections, they were printed in seventy-page booklets. With the exception of the selection entitled *Douglas and Randolph*, the prose selections were re-adapted for this use. In making these adaptations, the different versions were carefully studied to enable the writer to render the selections in a form closely similar to the versions found in standard readers.

Before presenting these selections to the pupils, the teachers were consulted and told the nature of the problem and of the work already done. It was explained that a sufficient number of teachers' judgments had been obtained and that at this time only pupils' judgments were desired.

The following form shows the names of the selections used and the grades in which the pupils read them:

SELECTIONS	Grades in which used are checked (v)						
	III	IV	V	VI	VII	VIII	
<i>The Leak in the Dike</i>	v	v	v	-	-	-	
<i>Excelstor</i>	v	v	v	v	v	v	
<i>Phaethon</i>	v	v	v	-	-	-	
<i>The Village Blacksmith</i>	v	v	v	v	-	-	
<i>The Ugly Duckling</i>	v	v	v	-	-	-	
<i>The Barefoot Boy</i>	-	v	v	v	v	v	

<i>Dick Whittington and His Cat</i>	v	v	v	v	-	-
<i>Abou Ben Adhem</i>	-	-	v	v	v	v
<i>Cosette</i>	v	v	v	-	-	-
<i>The Wreck of the Hesperus</i>	v	v	v	v	v	v
<i>Aladdin and His Wonderful Lamp</i>	v	v	v	v	v	-
<i>Paul Revere's Ride</i>	-	v	v	v	v	v
<i>The Wonderful One-hoss Shay</i>	-	-	-	v	v	v
<i>The Gettysburg Address</i>	-	-	-	v	v	v
<i>The Chambered Nautilus</i>	-	-	-	v	v	v
<i>Douglas and Randolph</i>	-	-	v	v	v	v
<i>Baron Münchhausen Tales</i>	-	-	v	v	v	v
<i>Marco Bozzaris</i>	-	-	-	v	v	v
<i>Christmas at the Cratchits'</i>	-	v	v	v	v	v
<i>What Constitutes a State</i>	-	-	-	v	v	v

The following copy of the directions to teachers shows the manner of conducting this portion of the investigation:

PLAN FOR THE STUDY OF READING SELECTIONS

This study of reading selections is being made in order to supplement the judgments of a large number of teachers who have already reported upon them. It is desired, therefore, that the real likes and dislikes of pupils be shown in the responses. Before beginning their reading, the children should have the general plan and purpose told to them in words about as follows:

One of the teachers at Northwestern University is anxious to find out just what kind of stories and poems children like. He has already asked many hundreds of teachers about this. The teachers made out their lists from the readers which the children used. There may be many others which were not included, but these could not be judged because they were not in the readers which the children used.

This teacher from Northwestern has gathered together the selections receiving a large number of votes and had them printed in this little volume.

You may each have a copy to read over. Perhaps you may recall having read some of them before. If so, re-read to refresh your memory. Later you may tell on paper which ones you like best and why; also which ones you like least and why. Be very frank in expressing your opinions, because you can help most by describing fully and truly your likes and dislikes.

1. Ask pupils to read the selections for their grade without aid or discussion. All reading is to be done at school.
2. After the reading has been done, ask the pupils to state on paper whether they liked or disliked each of the selections and why. Ask them to be as definite in replies as possible. The pupils should have their books for this work.

3. Have a brief class discussion of the selections or parts of selections which seem most in need of such discussion.

4. Ask the pupils to write responses to the mimeographed questions. Ask them to reply as briefly as possible. After the pupils finish their replies to each of the selections, ask them to state again whether or not they liked the selection.

The pupils should have the books before them for all of the exercises. All of the work is to be done in school. If they want to use dictionaries of their own accord allow them to do so. The purpose here is merely to find out what the pupils can do with these selections. In the class discussions as directed under 3, try to avoid influencing the pupils' judgments.

As shown by the copy of directions to teachers, the pupils passed judgment on the selections as soon as they read them silently. Following this first judgment, there was a short discussion period devoted to questions which the pupils raised; that is, teachers were asked to take as little part as possible in this discussion. The pupils then, with the booklets open before them, wrote their answers to comprehension questions upon the selections.

Following is a copy of the judgments of a girl of Grade VII in School A. It is a fair sample of the responses of that school. The pupils of School U gave longer responses; those of School C, shorter.

SELECTIONS	COMMENTS
<i>Excelsior</i>	Dislike. Because for two reasons, first I don't understand it, second its object is not the kind I like.
<i>The Barefoot Boy</i>	Like it because it's full of fun and country life.
<i>Abou Ben Adhem</i>	Dislike it because I don't understand it.
<i>The Wreck of the Hesperus</i>	Like because it shows daring and is exciting.
<i>Aladdin</i>	Like because it's different and shows selfishness and unselfishness.
<i>Paul Revere's Ride</i>	Like because it's exciting and a good turn.
<i>The One-hoss Shay</i>	Like because it's funny and interesting.
<i>The Gettysburg Address</i>	Dislike because I've heard it so many times and it is uninteresting.
<i>The Chambered Nautilus</i>	Like because it shows beauty and describes well.

<i>Douglas and Randolph</i>	Like because it shows fighting in it and shows bravery and how certain people stick to a thing.
<i>Baron Münchhausen</i>	Like because it shows when people brag they get beaten.
<i>Christmas at the Cratchits'</i>	Dislike because I've heard it so many times and is same as many other stories.
<i>What Constitutes a State</i>	Dislike because not any real object.

The lists of questions used to test comprehension were arranged so that for every four or five relatively easy questions there was one of greater difficulty. This plan served to keep the percentages for individual pupils about the same for the long lists of questions as for the short ones. The answers were marked either "Right" or "Wrong." Although the teachers were asked to have their pupils state again when answering the questions whether or not they liked the selections, only one class as a whole did this.

INFORMATIONAL READING SELECTIONS

Up to this point in the investigation, all the judgments and tests dealt with traditional literature. As a result, very few informational selections were mentioned. Instead, the selections mentioned were characterized by teachers as possessing literary style and general appeal. Present-day interest in informational material led to an inquiry into pupils' interests in such literature and the results attained by using it.

The material in this test was drawn from a set of informational selections published by the United States Bureau of Education in the Community and National Life Series.² Fifty-nine teachers who had used the selections in this form were asked to state their opinions of them. The following directions were

²Judd, C. H., and Marshall, L. C.: Community Leaflet No. 18, March 1, 1918. Bureau of Education, Washington, D. C. The selections used are the following: *Before Coins were Made*, by Katherine McLaughlin; *Minting of Coins and Paper Money*, by Ruth Reticker; and *Money in the Community and the Home*, by Edwin A. Kirkpatrick.

printed on the form sent to them in 1919. Copies of the form were distributed to teachers by their superintendents who, after time had been allowed for filling in the blanks, collected and returned them.

**DIRECTIONS SENT TO TEACHERS FOR JUDGMENTS ON
INFORMATIONAL SELECTIONS OF THE COMMUNITY
LIFE SERIES**

Please indicate in the columns headed "Grade Actually Tried" the grade or grades where you personally used the lesson named in the preceding column. (For this purpose call the first grade of the high school the ninth grade, and so on.)

Rate the exercise in the column headed "Degree of Success" so as to indicate your judgment of how the particular lesson succeeded, using letters defined as follows:

A=highly satisfactory and understood by pupils.

B=usable but not excellent.

C=poor.

D=complete failure.

In the column headed "Grade Recommended," put a figure giving your judgment as to grade for which the lesson is appropriate.

In the column for remarks, indicate in a word or two for each exercise which you rate A or D the chief characteristics which contributed to the result. Notes on others will also be welcome.

The method of using this material with the eighty-two pupils of School A who reported on it was the same as for the standard selections except that the comprehension questions were omitted. The reactions to this literature will be treated in detail in Chapter VII.

SUMMARY

This chapter calls attention to earlier methods of selecting content and presents criticisms of these methods. The method and procedure of the present investigation were devised to derive facts from the experience of teachers and pupils in many school systems. The representative character of the schools reporting and the care with which the responses were written lead to the belief that the data give a reliable index of the attitude of the teachers of this country toward the content of the reading course. This statement is supported also by the fact that the teachers who reported were highly selected. In the

first place, the superintendents of a large number of schools, though not necessarily the best ones, were asked to cooperate in the investigation. To this request, only superintendents who were willing to add to their regular duties are likely to have responded. Their interest in the problem is thus indicated. Later, when copies of the questionnaires were sent to the superintendents, the request was made that the copies be distributed to teachers "upon whose judgment in such matters reliance could be placed." Besides enlisting able teachers, this plan tended still further to eliminate persons who might have been uninterested in the investigation. The responses of the pupils who took direct part in the investigation were obtained through the cooperation of teachers who volunteered to undertake the work. The frank, serious statements of the pupils indicate that they also made their judgments carefully.

CHAPTER III

GENERAL RESULTS OF THE FIRST AND SECOND QUESTIONNAIRES—WIDELY USED READING SELECTIONS

The purpose of this chapter is to show the range of reading material now in use. In carrying out this purpose, samplings are made of the selections mentioned by teachers in the responses to the questionnaires, together with a summary of the comments made.

THE RANGE OF SELECTIONS MENTIONED IN QUESTIONNAIRES I AND II

RESPONSES TO QUESTIONNAIRE I

The Number of Selections Catalogued from Teachers' Responses to Questionnaire I. In Questionnaire I selections were catalogued from readers some of which are widely used while others are used only within a single state. Consequently, many of the selections mentioned are found only in the responses from a single city or state while others recur in reports from widely separated cities. That is, the range of widely used selections for each of the grades is about as great as the range of widely used readers permits.

Table IV shows the number of responses received per selection in Questionnaire I. It shows that in Grade I, 630 selections were mentioned less than 5 times each; that 25 were mentioned more than 5 times but less than 10 times, and so on. Table V contains lists of the selections mentioned 10 or more times in the first questionnaire and the percentages of favorable responses.

The Agreement Shown Between Teachers' Evaluations of Reading Selections. Table V shows that close agreement regarding the value of much reading matter exists among those who administer it. For example, *The Gingerbread Boy* was reported 33 times and favorably in each case, while *Rose*,

TABLE IV

THE FREQUENCIES WITH WHICH DIFFERENT SELECTIONS WERE MENTIONED IN EACH GRADE IN QUESTIONNAIRE I

Number of times Various Selections Were Mentioned	The Number of Selections thus Mentioned							
	Grades							
	I	II	III	IV	V	VI	VII	VIII
1-4	630	964	807	618	824	461	612	581
5-9	25	16	59	71	36	25	26	14
10-19	17	26	28	52	23	25	29	14
20-29	3	14	12	14	6	4	7	3
30-39	2	5	3	7	7	2	2	2
40-49	-----	4	2	1	2	-----	-----	4
50-59	-----	1	1	2	1	1	1	3
60-100	-----	2	1	1	2	-----	3	2
Total -----	677	1,032	913	766	901	518	680	623
Number mentioned five or more times---	47	68	106	148	77	57	68	42

Daisy, and Lily was reported 15 times and in all cases unfavorably. Similar cases are found in each of the grade lists: some selections are favored by all teachers reporting them while others are disliked by all. Still other selections, as *The Vision of Sir Launfal* in Grade VIII, are variously valued: this selection is reported as the best in the readers used by 15 teachers and the poorest by 6 (Elson and Cyr readers, respectively). In all grades, however, nearly every selection reported was either favored by 85 per cent or more of the teachers or judged adversely by 85 per cent or more.

Teachers' Classifications of Reading Selections in Questionnaire I. The analytical questions of the first questionnaire led teachers to classify roughly many of the selections which they mentioned. As examples of teachers' classifications, *The Gingerbread Boy* is mentioned by 20 teachers as one which pupils often ask to re-read, and *Santa Claus* by 13 and 12 teachers, respectively, as one which pupils frequently ask to re-read and as one which pupils discuss freely. The third question, which asked for the names of selections which provoke independent thought, led teachers frequently to mention selections which pupils also ask to re-read. Of the 38 selec-

tions referred to 5 or more times as valuable for stimulating independent thought, 21 are also mentioned as often or oftener because pupils ask to re-read them. Furthermore, of these 38 selections, 24 are mentioned 5 times or more because pupils discuss them enthusiastically. These, together with additional similar cases, show that selections which are sufficiently outstanding to be frequently mentioned for the cultivation of independent thought are usually valued also for other reasons.

Classifications of undesirable selections were made in the responses to the questions asking for the names of selections which pupils say they dislike and about which teachers can arouse no discussion. An example of such cases is the fourth-

TABLE V

LIST OF SELECTIONS MENTIONED TEN OR MORE TIMES IN QUESTIONNAIRE I AND THE PERCENTAGE OF FAVORABLE RESPONSES

GRADE I			
Selections	Fre- quency	Pct. favor- able	
<i>Gingerbread Boy</i>	33	100	<i>My Dream</i>
<i>Little Red Hen</i>	33	100	<i>Santa Claus</i>
<i>Little Boy Blue</i>	22	100	<i>The Caterpillar</i>
<i>Three Little Pigs</i>	17	100	<i>The Bee</i>
<i>Christmas Story</i>	14	100	<i>The Star</i>
<i>Cinderella</i>	14	100	<i>Clever Jackal</i>
<i>The Squirrels</i>	13	100	<i>Old Woman and Pig</i>
<i>Playing in Snow</i>	12	100	<i>The White Lily</i>
<i>Who Is It? Santa Claus?</i>	10	100	<i>Rose, Daisy, and Lily</i> ..
<i>Christmas Morning</i>	10	100	
GRADE II			
<i>How Mrs. White Hen</i>			<i>Queer Chickens</i>
<i>Helped Rose</i>	38	100	<i>Drowning of Mr. Leg-</i>
<i>Mr. and Mrs. Leghorn to</i>			<i>horn</i>
<i>the Rescue</i>	20	100	<i>The Proud Crow</i>
<i>Cinderella</i>	20	100	<i>James Watt</i>
<i>Epaminondas and His</i>			<i>The Cat and the Birds</i> ..
<i>Aunt</i>	20	100	<i>The Bell of Atri</i>
<i>Dick Whittington and</i>			<i>The Starving of Mrs.</i>
<i>His Cat</i>	17	100	<i>Leghorn</i>
<i>The Robbers</i>	16	100	<i>Who Is the Strongest?</i> ..
<i>Old Woman and Her Six-</i>			<i>How the Bean Got Its</i>
<i>pence</i>	14	100	<i>Seam</i>

GENERAL RESULTS FIRST, SECOND QUESTIONNAIRES 27

TABLE V—Continued

Selections	Fre- quency	Pot. favor- able	Selections	Fre- quency	Pot. favor- able
<i>Columbus</i>	13	100	<i>The Giant of Brandebeg-</i>		
<i>Three Little Pigs</i>	12	100	<i>gar's Hall</i>	24	44
<i>Ruff's Adventure</i>	12	100	<i>Belling the Cat</i>	47	40
<i>Three Billy Goats</i>	12	100	<i>The Maggie's Lesson</i> ...	62	37
<i>Clever Jackal</i>	12	100	<i>The Foolish Weather-</i>		
<i>Nathan and the Bear</i> ...	11	100	<i>cock</i>	20	35
<i>The Little Steam Engine</i>	10	100	<i>Sinbad the Sailor</i>	20	25
<i>The Three Bears</i>	52	98	<i>Jackal and Lion</i>	12	25
<i>Lambikin</i>	42	98	<i>Why Ravens Croak</i>	10	20
<i>The Bremen Band</i>	40	98	<i>The Leaf's Journey</i>	29	11
<i>Robinson Crusoe</i>	34	97	<i>Who Became King</i>	10	10
<i>The Pied Piper</i>	34	94	<i>Victor and the Sea-Gull.</i>	10	10
<i>Little Red Riding Hood.</i>	40	93	<i>Ama, the Sun Fairy</i> ...	10	10
<i>When the Little Boy Ran</i>			<i>Undine</i>	10	10
<i>Away</i>	27	93	<i>Sweet and Low</i>	10	10
<i>The Little Red Hen</i>	13	92	<i>Ulysses and the Bag of</i>		
<i>Billy Binks</i>	83	89	<i>Winds</i>	14	7
<i>The Ant and the Mouse.</i>	25	88	<i>The Little Brook</i>	33	6
<i>The Wolf and the Kid</i> ..	23	87	<i>Discontent</i>	28	4
<i>Careful Hans</i>	12	83	<i>An Evening at Home</i> ..	36	0
<i>Hans the Shepherd Boy.</i>	11	82	<i>Blanche and Her Aunt.</i>	16	0

GRADE III

<i>Golden Cups</i>	22	100	<i>The Peddler's Pack</i>	12	83
<i>Robinson Crusoe</i>	21	100	<i>The Sleeping Beauty</i> ...	17	82
<i>The Leak in the Dike</i> ..	14	100	<i>The Sprite of the Mill</i> ..	21	76
<i>Aladdin and the Lamp</i> ..	14	100	<i>Burning of the Rice</i>		
<i>St. George and the</i>			<i>Fields</i>	12	75
<i>Dragon</i>	14	100	<i>The Boy Who Hated</i>		
<i>David the Slinger</i>	14	100	<i>Trees</i>	17	71
<i>Irene the Idle</i>	12	100	<i>Wynken, Blynken, and</i>		
<i>Story of Columbus</i>	12	100	<i>Nod</i>	11	64
<i>Androchus and the Lion</i>	11	100	<i>The Ugly Duckling</i> ...	56	61
<i>Hans the Shepherd Boy.</i>	10	100	<i>Hercules and His La-</i>		
<i>Hans Who Made the</i>			<i>bers</i>	15	60
<i>Princess Laugh</i>	10	100	<i>Columbus and His Son.</i>	14	50
<i>The Tar Baby</i>	74	97	<i>Daffy-down-dilly</i>	15	40
<i>The Knights of the Sil-</i>			<i>The Proud King</i>	14	36
<i>ver Shield</i>	32	97	<i>The Endless Tale</i>	23	31
<i>The Fairy Wand</i>	27	96	<i>The Corn Story</i>	11	36
<i>Washington's Boyhood</i> ..	19	95	<i>The Barefoot Boy</i>	10	20
<i>The Wishing Gate</i>	43	93	<i>The Czar and the Angel</i>	34	12
<i>Black Beauty</i>	29	93	<i>The Mad Tea Party</i> ...	21	5
<i>The Skylark's Spurs</i> ...	14	93	<i>The Wind and the Moon</i>	20	5

TABLE V—Continued

Selections	Fre- quency	Pct. favor- able	Selections	Fre- quency	Pct. favor- able
<i>The Knights of the Silver Shield</i>	34	91	<i>The Flying Trunk</i>	40	3
<i>The Bell of Atri</i>	21	91	<i>The Maple</i>	22	0
<i>The Brownies</i>	10	90	<i>The Crow</i>	16	0
<i>Cinderella</i>	27	85	<i>The Crab and the Moon</i>	15	0
<i>The Bremen Band</i>	26	85	<i>The Cricket on the</i>		
<i>Benjy in Beastland</i>	13	85	<i>Hearth</i>	12	0
			<i>Climbing Up the Hill</i> ...	11	0
GRADE IV					
<i>How Little Cedric Be- came a Knight</i>	51	100	<i>The Ugly Duckling</i>	17	65
<i>Florinda</i>	33	100	<i>The Nurnberg Stove</i> ...	14	64
<i>William Tell</i>	27	100	<i>Sleeping Beauty</i>	13	62
<i>Out to Old Aunt Mary's</i>	25	100	<i>Queen Alice</i>	15	53
<i>The Little Acadian</i>	24	100	<i>Tom the Chimney Sweep</i>	30	50
<i>Roland the Noble Knight</i>	23	100	<i>King Alfred</i>	28	50
<i>Tilly's Christmas</i>	22	100	<i>Little Charley</i>	12	42
<i>A Boy Hero</i>	16	100	<i>A Strange Visitant</i>	15	40
<i>Tom, Dick and Harry</i> ..	16	100	<i>The Snow Image</i>	28	36
<i>Maggie's Visit to the Gypsies</i>	14	100	<i>Tom the Water Baby</i> .	11	36
<i>The Magic Prison</i>	13	100	<i>The Spartan Three-Hun- dred</i>	16	31
<i>The Leak in the Dike</i> ..	12	100	<i>Sir Isaac Newton</i>	16	25
<i>Willie Boy</i>	12	100	<i>The Emperor's New Cloak</i>	13	23
<i>The Village Blacksmith</i>	11	100	<i>The Discontented Pen- dulum</i>	13	23
<i>Snow-white and Rose-red</i>	11	100	<i>Water Babies</i>	18	22
<i>The First Thanksgiving</i>	10	100	<i>The House in Bidwell Street</i>	30	20
<i>A True Story about Leo</i> .	10	100	<i>The Heart of the Bruce</i>	11	18
<i>Robert of Lincoln</i>	10	100	<i>Who Brought the Good News</i>	13	15
<i>Dust Under the Rug</i> ... 10	100		<i>The Declaration of Inde- pendence</i>	21	14
<i>Beowulf, the Brave Prince</i>	25	96	<i>Nuremburg</i>	11	10
<i>The Pied Piper</i>	23	96	<i>The Day Is Done</i>	10	10
<i>Cosette</i>	100	94	<i>The Song of the Sower</i> .	13	8
<i>Baby Sylvester</i>	17	94	<i>Baron Münchhausen</i>	37	5
<i>Aladdin</i>	54	93	<i>Boyhood in the South</i> ..	36	5
<i>Dick Whittington</i>	15	93	<i>Little Nell</i>	20	5
<i>Paul Revere's Ride</i>	13	92	<i>Nathaniel Hawthorne</i> ..	19	5
<i>Robinson Crusoe</i>	12	92	<i>Last Lesson in French</i> ..	18	5
<i>History of Tip-Top</i>	12	92	<i>The Whistle</i>	30	4
<i>The Broken Flower-pot</i> .	20	90			
<i>Inchcape Rock</i>	16	88			
<i>Arthur's First Night at</i>					

TABLE V—Continued

Selections	Fro- quency	Pct. f- c- able	Selections	Fro- quency	Pct. f- c- able
<i>Rugby</i>	30	87	<i>The Argonauts</i>	48	0
<i>The Wishing-gate</i>	34	85	<i>The Factory Boy</i>	22	0
<i>A Brave Boy's Adventure</i>	18	83	<i>A Letter to His Son</i>	17	0
<i>Prince Ahmed</i>	11	82	<i>Literary Biographies</i> ..	16	0
<i>Hans Clodhopper</i>	16	81	<i>Duty</i>	16	0
<i>Our First Naval Hero</i> ..	10	80	<i>Language</i>	15	0
<i>Sigurd</i>	10	80	<i>Timothy's Incarnation</i> ..	14	0
<i>Christmas at the Cratch-</i>			<i>The Sunken Treasure</i> ..	11	0
<i>its'</i>	12	75	<i>Child's Dream of Star</i> ..	11	0
<i>Brought to Trial</i>	17	71	<i>Printing</i>	10	0
<i>The Golden Fleece</i>	20	70			

GRADE V

<i>Nurnberg Stove</i>	62	100	<i>The Pygmies</i>	10	80
<i>Robin Hood</i>	25	100	<i>The Golden Touch</i>	66	79
<i>Maggie's Visit</i>	24	100	<i>The Pied Piper</i>	14	79
<i>Ulysses at the Cyclops</i> ..	12	100	<i>Arabian Nights</i>	40	78
<i>How Little Cedric Be-</i>			<i>The Fate of the Indians</i>	13	77
<i>came a Knight</i>	12	100	<i>Darius Green</i>	16	75
<i>The Leak in the Dike</i> ..	12	100	<i>Caleb and Bertha</i>	14	71
<i>William Tell</i>	11	100	<i>A Boy's Diving Trip</i>	14	71
<i>Beautiful Joe</i>	11	100	<i>Boston Massacre</i>	10	70
<i>King of the Golden River</i>	11	100	<i>Pandora's Box</i>	14	64
<i>A Brave Boy</i>	10	100	<i>Order for a Picture</i>	11	64
<i>The Simple Old Man</i> ..	10	100	<i>Paradise of Children</i> ..	15	47
<i>Nuremburg</i>	31	97	<i>The Great Stone Face</i> ..	35	40
<i>Patrasche</i>	54	95	<i>Destruction of Pompeii</i> ..	11	36
<i>The Sportsman</i>	16	94	<i>Titania and Oberon</i>	44	4
<i>Legend of Sleepy Hollow</i>	14	93	<i>Capturing t h e W i l d</i>		
<i>Horatius at the Bridge</i> ..	26	92	<i>Horse</i>	25	4
<i>Giant and Pygmies</i>	25	92	<i>Industry</i>	27	0
<i>The Archery Contest</i> ..	13	92	<i>The Blessings of Pov-</i>		
<i>Robinson Crusoe</i>	31	90	<i>erty</i>	20	0
<i>Cosette</i>	20	90	<i>Glimpses of the Great</i>		
<i>Tom the Chimney Sweep</i>	10	90	<i>Commoner</i>	19	0
<i>The Soldier's Reprieve</i> ..	10	90	<i>Lying</i>	15	0
<i>Aladdin</i>	18	89	<i>Daniel O'Connell</i>	14	0
<i>The Man Without a</i>			<i>Hatto the Hermit</i>	14	0
<i>Country</i>	32	88	<i>Sleep</i>	13	0
<i>Joan of Arc</i>	17	88	<i>The Whistle</i>	12	0
<i>Hiawatha</i>	19	84	<i>Reverie of Poor Susan</i> ..	11	0

GRADE VI

<i>Kentucky Belle</i>	24	100	<i>Legend of Sleepy Hollow</i>	21	91
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TABLE V—Continued

Selections	Fre- quency	Pct. favor- able	Selections	Fre- quency	Pct. favor- able
<i>Bishop and Convict</i>	14	100	<i>The Barefoot Boy</i>	11	91
<i>Legend of Bregenz</i>	13	100	<i>William Tell</i>	11	91
<i>The Courtship of Miles</i>			<i>Horatius at the Bridge</i>	31	90
<i>Standish</i>	12	100	<i>Robinson Crusoe</i>	14	86
<i>Gulliver's Travels</i>	12	100	<i>Story of Ulysses</i>	20	85
<i>Sir Kenneth and the</i>			<i>The Revenge</i>	12	85
<i>Flag</i>	11	100	<i>Story of Achilles</i>	15	53
<i>M i d g e t , the Return</i>			<i>Snowbound</i>	16	50
<i>Horse</i>	10	100	<i>Little Daffy-down-dilly</i>	10	30
<i>Tom and Maggie</i>	10	100	<i>Death of Socrates</i>	11	18
<i>Robin Hood</i>	10	100	<i>Fairyland of Science</i>	10	10
<i>The Simple Old Man</i>	10	100	<i>The Contest Between the</i>		
<i>King of Golden River</i>	56	97	<i>Man and the Cannon</i>	11	9
<i>The Pied Piper</i>	16	94	<i>Highest Aristocracy</i>	13	8
<i>Christmas at the Cratch-</i>			<i>Good Books</i>	12	0
<i>its'</i>	20	93	<i>Bobolink</i>	10	0
<i>Rip Van Winkle</i>	39	92	<i>Something About Books</i>	10	0

GRADE VII

<i>Marco Bozzaris</i>	15	100	<i>Sword and Scimitar</i>	13	69
<i>Legend of the Moor's</i>			<i>The Vision of Sir Laun-</i>		
<i>Legacy</i>	13	100	<i>jal</i>	25	48
<i>The Prisoner of Chillon</i>	12	100	<i>The Contented Man</i>	13	46
<i>Snowbound</i>	10	100	<i>Herve Riel</i>	12	42
<i>Tribute to a Dog</i>	10	100	<i>Skeleton in Armor</i>	11	27
<i>Christmas at the Cratch-</i>			<i>Passing of Arthur</i>	10	20
<i>its'</i>	58	97	<i>The Mystery of Life</i>	26	19
<i>Charley</i>	57	97	<i>A Rill from the Town</i>		
<i>Legend of Sleepy Hollow</i>	98	95	<i>Pump</i>	26	19
<i>Fitz-James and Roder-</i>			<i>The Chambered Nautilus</i>	11	18
<i>ick Dhu</i>	21	95	<i>Cranford (Selections)</i>	10	10
<i>Rip Van Winkle</i>	20	95	<i>Island of the Fay</i>	19	0
<i>Mr. Pickwick's Slide</i>	16	94	<i>Early Conquests</i>	19	0
<i>Patrasche</i>	15	93	<i>Wealth</i>	16	0
<i>William Tell</i>	15	93	<i>What a Good History</i>		
<i>Horatius at the Bridge</i>	12	92	<i>Should Contain</i>	15	0
<i>The Courtship of Miles</i>			<i>Character of Columbus</i>	15	0
<i>Standish</i>	74	91	<i>Character of Washing-</i>		
<i>King Arthur Stories</i>	68	91	<i>ton</i>	14	0
<i>Destruction of Pompeii</i>	16	88	<i>Fall of the House of</i>		
<i>The Great Stone Face</i>	31	87	<i>Usher</i>	13	0
<i>Evangeline</i>	28	86	<i>What Constitutes a State</i>	12	0
<i>King of Golden River</i>	18	83	<i>Genius and Industry</i>	12	0

TABLE V—Concluded

Selections	Fre- quency	Pct. favor- able	Selections	Fre- quency	Pct. favor- able
<i>Julius Caesar</i>	21	81	<i>Moral Rights of Animals</i>	12	0
<i>Escape of Queen Mary</i>	14	79	<i>Rhocus</i>	10	0
<i>Tales of a Grandfather</i>	25	72			

GRADE VIII

<i>The Man Without a Country</i>	53	100	<i>Enoch Arden</i>	21	81
<i>Julius Caesar</i>	36	100	<i>Merchant of Venice</i>	40	80
<i>The Prairie Fire</i>	22	100	<i>Herve Riel</i>	13	77
<i>The Courtship of Miles Standish</i>	19	100	<i>Snowbound</i>	59	76
<i>The Heritage</i>	15	100	<i>The Lady of the Lake</i> ..	38	76
<i>Horatius at the Bridge</i> ..	15	100	<i>Stories of King Arthur</i> ..	12	75
<i>Raleigh's Coat</i>	11	100	<i>The Vision of Sir Launfal</i>	79	71
<i>Sohrab and Rustum</i>	10	100	<i>Lady of Shalott</i>	15	67
<i>Christmas at the Cratchits'</i>	53	91	<i>The Sketch Book</i>	12	58
<i>Building of the Ship</i>	11	91	<i>The Descent into the Maelstrom</i>	47	53
<i>Evangeline</i>	84	88	<i>Gray's Elegy</i>	15	53
<i>The Great Stone Face</i> ..	50	88	<i>Thanatopsis</i>	21	14
<i>Paul Revere's Ride</i>	50	87	<i>Munera Pulveris</i>	19	5
<i>The Legend of Sleepy Hollow</i>	41	85	<i>The Renunciation</i>	15	0
			<i>Wisdom and Prudence</i> ..	11	0

grade selection *The Argonauts*. The request for the names of over-mature selections led teachers to mention many passages a few times each, while certain passages, as Franklin's *The Whistle*, were mentioned oftener for over-maturity than for any other undesirable characteristic. The more specific qualities named by teachers are discussed in the next chapter.

RESPONSES TO QUESTIONNAIRE II

Table VI shows the character of the data obtained in the responses to Questionnaire II. Lack of space forbids including in this table the data for all the selections judged. This sampling of the responses shows agreement among the teachers. In all grades, from 45 to 78 per cent of the selections are favored by 85 per cent or more of the teachers who judged them. In Grade I, 11 selections were reported upon favorably by all who judged them.

The responses to the second questionnaire revealed evidences of a character inadequately shown in the earlier re-

sponses. In the first place, the responses verified in several ways those of the first questionnaire. Selections which had been favorably mentioned by the teachers responding to the first questionnaire were again reported upon favorably. For example, in the responses for Grade I, *The Gingerbread Boy*, *The Three Little Pigs*, and *The Christmas Story* (Aldine) were mentioned by 33, 17, and 10 teachers respectively in Questionnaire I, all of the teachers reporting favorably upon them. In the second questionnaire, the same selections were reported upon by 87, 82, and 61 teachers respectively, and again all reported favorably. Likewise, selections upon which disagreement was shown in Questionnaire I were disagreed upon by the teachers responding to Questionnaire II. The comments on *The Great Stone Face* illustrate this type of verification. There are also cases in which close agreement exists upon the inferiority of a selection. The poem *Nuremburg*, for example, is in disfavor with all excepting 3 per cent and 17 per cent respectively of the teachers who judged it in the first and second questionnaires.

Furthermore, the second questionnaire cleared up many doubtful cases, as that of *The Barefoot Boy*. In the first questionnaire, this selection made a very exceptional gain from Grade III to Grade IV—from 20 per cent of the teachers favoring it in one grade to 86 per cent favoring it in the next (less than ten teachers judged it in either grade). In the second questionnaire, however, this selection was judged by the teachers of Grades IV to VIII inclusive and responses from 40 to 69 teachers per grade obtained. Here, consistent gains were made throughout the intermediate grades, thus confirming the suspicion that the exceptional gain made in Questionnaire I was due largely to the small number of teachers judging the selection. Likewise *Abou Ben Adhem* showed an unusual gain from Grade IV to Grade V in Questionnaire I, but a more thorough canvass of teachers as afforded by the second questionnaire indicated that the teachers in the first gave it too high a rating. Such cases as those just cited resulted from the small numbers of teachers judging the selections in the first questionnaire.

TABLE VI. THE RESPONSE OF TEACHERS TO QUESTIONNAIRE II

THIS TABLE ILLUSTRATES THE CHARACTER OF THE COMMENTS MADE BY SHOWING THE FREQUENCY OF THE RESPONSES UPON A FEW SELECTIONS OF GRADE I AND THE PERCENTAGES OF TEACHERS REPORTING FAVORABLY ON THEM*

Selections	Qualities															
	Frequency	Percent favorable	Interesting action	Interesting character	Interesting problems	Interesting repetition	Humor	Adventure, etc.	Kindness, etc.	Nature	Dramatization, etc.	Fairy	Moral	Well told	Rhythm	Easy
<i>Gingerbread Boy</i>	87	100	24	2	49	18	36	17	8	17	8	3	3	5	2	12
<i>Three Little Pigs</i>	82	100	10	5	18	7	38	17	43	17	43	3	3	5	2	14
<i>The Three Bears</i>	78	100	13	11	20	6	33	37	36	37	36	14	3	2	2	6
<i>The Swing</i>	72	100	6	19	3	3	6	6	6	6	6	3	6	2	30	20
<i>Christmas Story</i>	61	100	6	3	3	3	1	4	4	13	4	3	2	3	30	15
<i>What Does Little Birdie Say?</i>	55	100	14	14	3	2	1	1	1	4	7	1	1	2	33	23
<i>My Shadow</i>	49	100	1	12	3	7	6	7	8	1	8	1	1	1	2	2
<i>Johnny Cake</i>	44	100	8	1	23	7	6	1	1	1	1	2	2	1	32	8
<i>Our Flag</i>	39	100	1	1	1	1	1	1	1	1	1	1	1	1	2	2
<i>Snowflakes</i>	25	100	1	1	1	1	1	1	1	1	1	1	1	1	3	5
<i>Tom and the Wind</i>	16	100	3	11	1	2	20	3	3	20	3	1	2	1	6	6
<i>Little Red Hen</i>	78	99	12	11	32	4	6	12	23	12	23	8	8	1	16	16
<i>Little Red Riding Hood</i>	73	99	15	14	1	1	45	13	15	13	15	3	6	2	10	10
<i>The Elves and the Shoemaker</i>	60	98	7	2	6	1	1	2	39	2	46	6	6	2	1	1
<i>Santa Claus</i>	56	98	1	3	1	7	1	6	8	3	8	3	1	1	4	4
<i>Sing a Song of Sapphce</i>	54	98	2	2	1	1	2	3	6	3	3	1	1	1	2	2
<i>The North Wind</i>	47	98	2	2	1	1	2	2	6	28	3	1	1	1	11	2

The selections are listed in the order of their popularity. Some of the less frequently mentioned qualities are omitted for the sake of clearness.

In the third place, the second questionnaire elicited comments upon standard selections which were seldom or never mentioned in the first. As examples, *Paul Revere* was reported upon only twice in Grade VIII in the first questionnaire, while teachers of Grades III to VIII reported upon it in the second, and *Horatius at the Bridge* which was reported upon 12 and 15 times, respectively, in Grades VII and VIII was judged 52 and 42 times, respectively, in the second.

RECURRENCES OF SELECTIONS IN DIFFERENT GRADES

Many reading selections recur in different grades. Examples of recurrence found in Questionnaire I are *Cinderella* in Grades I to III, *Dick Whittington* in Grades II to IV, *The Barefoot Boy* in III to VI, *Aladdin* in I to V, *Horatius at the Bridge* in IV to VIII, and different versions of *The Pied Piper* in II to VII. These cases of recurrence raise the question of the correct placement of reading selections which is treated in Chapter IX.

This investigation has led to the collecting of experiential data pointing to the grades in which some selections ordinarily become appropriate. For example, *Dick Whittington* is not ordinarily judged as appropriate until Grade III, although the pupils of several succeeding grades are interested in this tale. Other examples occur in Table V and again in the tables of Chapter IX. These experiential data should be interpreted as showing only how early and not how late these selections may be used.

SUMMARY

This chapter presents the judgments of teachers upon a large body of reading material now in general use. These teachers who administer this material assert that many very undesirable as well as many highly desirable selections have become established in the reading course. The data show that many selections are used in two or more grades.

Several problems arise out of these data and discussions: (1) the determination of standards for eliminating undesirable selections; (2) the formulation of bases for detecting superior

selections; (3) the grading of selections so as to avoid (a) over-maturity or under-maturity of reading material and (b) too extensive duplications in different grades. Attention has been called to teachers' agreement upon the desirability of flexible placement for many selections. Before these problems can be adequately considered, a detailed study of the qualities of reading selections must be made. Such a study is undertaken in the following chapter.

CHAPTER IV

THE QUALITIES OF READING SELECTIONS

The terms used by teachers to characterize reading selections are descriptive rather than analytical. In the first questionnaire, teachers used whatever terms they happened to choose; in the second, they used defined terms drawn from a classified list. Pupils' use of terms was restricted only by the selections presented to them and the terms at their disposal. The purpose of this chapter is to show the frequency and to discuss the importance of the qualities of reading selections as indicated by the terms used by teachers and pupils.

UNDESIRABLE QUALITIES

General Discussion of Tables and Diagrams. Table VII shows the names and percentages of frequency of the undesirable qualities mentioned in both questionnaires. In addition to these undesirable qualities, several others were mentioned in the first questionnaire. The most important of these is *uninteresting*, which attains percentages ranging from 19 to 46 for the eight grades. In the second questionnaire this term does not occur because it was subsumed under others.¹ One per cent of the teachers of Grades V to VIII stated that their pupils dislike poetry. But *dislike of poetry* is omitted from the table of qualities because evidence shows clearly that the popular notion of this dislike is based upon pupils' dislike either of certain poems or of poems which are not well taught. One other quality, *lack of content*, was mentioned by 2 per cent of the teachers of Grades I and II. The selections thus described are alleged to provide merely for "word drill"; all of these comments are made upon the same series of readers. The quality *too mature* occurs less frequently in the second questionnaire than in the first because the teachers in respond-

¹See Chapter II for directions to teachers.

ing to the second stated the reasons for over-maturity by using such terms as *hard words*, *unfamiliar subject matter*, *abstract*, and *hard symbolism*.

TABLE VII

THE FREQUENCY OF EACH UNDESIRABLE QUALITY SHOWN IN PERCENTAGES FOR THE DIFFERENT GRADES IN THE TWO QUESTIONNAIRES*

Qualities	Questionnaire	Grades							
		I	II	III	IV	V	VI	VII	VIII
Too mature	I	176	114	190	175	199	221	116	136
	II	63	93	138	155	148	170	140	131
Hard words	I	46	24	35	29	33	39	19	16
	II	32	49	83	99	92	77	49	38
Unfamiliar subject matter	I	17	9	15	13	13	17	8	8
	II	15	28	43	54	57	64	51	39
Too long	I	6	4	7	6	6	10	5	6
	II	22	21	25	24	23	24	22	17
Abstract or hard symbolism	I	3	4	9	11	9	10	3	4
	II	23	35	57	88	88	107	90	88
Too sad	I	3	2	5	4	5	4	3	5
	II	6	13	16	27	26	44	52	61
Tired of it	I	3	1	2	2	3	3	2	1
	II	9	13	17	14	14	14	13	5
No story, lacks action	I	17	11	19	18	19	20	8	4
	II	15	12	11	11	14	21	19	15
Scrappy	I	6	2	3	3	3	4	2	2
	II	2	2	3	3	4	6	6	6
Too childish	I	4	3	7	8	8	7	2	1
	II	15	18	22	17	25	44	52	47
Unreal	I	7	5	10	9	9	8	3	2
	II	16	13	17	17	18	21	17	14
Too didactic	I	2	1	2	1	1	2	1	1
	II	3	3	2	2	2	4	4	3
Characters disliked	I	2	1	2	1	1	2	1	1
	II	1	1	1	2	2	2	2	3
Monotonous	I	6	3	4	2	2	2	1	—
	II	33	26	20	11	6	6	5	5
Bad moral teaching	I	7	6	7	6	3	2	—	—
	II	6	4	4	3	5	5	5	2
Not well told	I	4	5	7	5	3	3	1	—
	II	2	5	4	6	3	5	2	—

*The percentages were derived by using the numbers of teachers per grade as bases and the total frequencies of the respective qualities as the divisors.

Table VIII shows the relative frequencies of the terms by which both pupils and teachers characterize unsatisfactory selections. In this table, three terms of Table VII are omitted. These terms, *bad moral teaching*, *characters disliked*, and *too didactic* are seldom used and never more than twice in the comments on a given selection even in Questionnaire II. Some of the qualities included in Table VII are not common in the first questionnaire, but recur frequently when suggested to teachers in the second. For example, 16 teachers report that *The Wreck of the Hesperus* is *too sad* in Grade III; relatively large numbers reported similarly on *The Prisoner of Chillon*, *The Fall of the House of Usher*, and *Thanatopsis* in the later grades. The recurrence of the use of the term *too sad* in comments upon a few selections is in contrast with the sporadic occurrence of the terms which have been omitted from Table VIII. The terms *not well told* and *scrappy* are included here because the style of certain selections in certain series of readers seems to limit the success of these selections. Diagrams I and II show in graphic form the data of Table VIII.

Table IX shows the relative frequencies of terms used in characterizing the most unsatisfactory selections. The data here shown from the second questionnaire refer to the analyses of the selections which the pupils say "they dislike most."

Detailed Discussion of Each of the Undesirable Qualities.
Too mature; abstract; hard words. The diagrams emphasize the prevalence of the quality *too mature*, and show conclusively that teachers regard much reading material as over-mature for their classes. Detailed analyses are made in the next chapter of such selections.

Unfamiliar subject matter. Closely related to over-maturity of selections is the pupils' unfamiliarity with subject matter. The tables show that the term *unfamiliar subject matter* is frequently used by teachers of all grades. Teachers make this criticism of *Paul Revere's Ride* for Grade IV; here, one may well excuse them from the labor of adding sufficient content to prepare their pupils for this selection, because it is in advance of the work in United States history and is written in a style suitable for older pupils. Analogous comments

TABLE VIII

THE RELATIVE FREQUENCIES OF THE MOST IMPORTANT UNDESIRABLE QUALITIES IN THE TEACHERS' RESPONSES TO QUESTIONNAIRES I AND II*

Qualities	Questionnaire	Grades							
		I	II	III	IV	V	VI	VII	VIII
Too mature-----	I	60	60	61	62	65	65	66	73
	II	25	28	30	30	28	28	28	26
Hard words-----	I	15	13	11	10	10	11	11	9
	II	13	15	18	19	18	13	10	8
Unfamiliar subject matter--	I	6	5	5	4	4	4	4	4
	II	6	9	10	10	11	11	10	9
Abstract or hard symbolism---	I	1	2	3	4	3	3	2	2
	II	9	10	12	16	17	18	17	19
No story, lacks action--	I	5	6	6	6	6	5	5	2
	II	6	4	2	2	3	3	3	3
Un-real-----	I	2	3	3	3	3	2	2	1
	II	6	4	4	3	3	3	3	3
Too long-----	I	2	2	2	2	2	3	3	3
	II	9	6	5	5	4	4	4	4
Scrappy-----	I	2	1	1	1	1	1	1	1
	II	1	1	1	1	1	1	1	1
Too sad-----	I	1	1	2	1	1	1	2	3
	II	3	4	3	5	5	7	10	13
Too childish-----	I	2	2	2	3	2	2	1	1
	II	6	6	5	3	5	7	10	10
Tired of it-----	I	1	1	1	1	1	1	1	1
	II	3	4	4	3	3	2	2	1
Monotonous-----	I	2	2	1	1	1	1	1	---
	II	13	8	5	2	1	1	1	1
Not well told-----	I	1	2	2	2	1	1	1	---
	II	1	1	1	1	1	1	1	---

*The relative frequencies were derived by using the sums of the frequencies of these qualities for each of the grades as divisors and the frequencies of the respective qualities as bases.

TABLE IX

THE RELATIVE FREQUENCIES OF UNDESIRABLE QUALITIES IN JUDGMENTS UPON THE MOST UNDESIRABLE SELECTIONS. BASED UPON THE JUDGMENTS OF THE TEACHERS WHO RESPONDED TO BOTH QUESTIONNAIRES*

Qualities	Questionnaire	Grades							
		I	II	III	IV	V	VI	VII	VIII
Too mature-----	I	42	48	74	56	58	78	65	72
	II	13	15	16	12	9	5	7	9
Hard words-----	I	30	15	4	21	19	14	16	5
	II	14	15	17	18	19	19	15	13
Unfamiliar subject matter--	I	4	7	3	7	6	-----	8	-----
	II	12	12	12	13	13	14	13	14
Abstract or hard symbolism---	I	-----	-----	-----	3	3	-----	2	2
	II	5	6	9	13	19	21	24	26
No story, lacks action--	I	9	15	10	6	12	7	5	12
	II	8	8	8	9	9	11	10	11
Unreal-----	I	4	1	3	5	1	-----	1	6
	II	7	7	8	9	10	8	6	4
Too long-----	I	1	2	-----	1	-----	-----	-----	1
	II	14	12	8	7	5	4	4	4
Scrappy-----	I	2	3	-----	-----	-----	1	-----	-----
	II	3	2	1	1	1	1	2	1
Too sad-----	I	-----	1	-----	1	-----	-----	3	1
	II	4	5	5	5	6	9	11	12
Too childish-----	I	1	-----	1	-----	-----	-----	-----	-----
	II	1	1	3	3	2	2	2	2
Tired of it-----	I	4	-----	-----	-----	-----	-----	-----	-----
	II	3	4	4	3	3	2	1	-----
Monotonous-----	I	1	3	-----	-----	1	-----	-----	-----
	II	10	7	5	4	3	3	3	3
Not well told-----	I	2	5	5	-----	-----	1	-----	-----
	II	6	6	4	3	1	1	2	1

*The relative frequencies were derived as in Table VII.

could be made with reference to using either *The Prisoner of Chillon* or *Marmion and Douglas* in the intermediate grades.

Too childish. At the other extreme, a few selections are regarded as *too childish*. Such selections vary in number from grade to grade, but there are about as many for Grade I as for Grade VIII. The most common cause for the criticism is the duplication of the content of readers used in different grades. Some selections are doubly unfortunate in this respect. Of those on which data have been collected, *The Pied Piper* and *Hiawatha* are noteworthy. These selections not

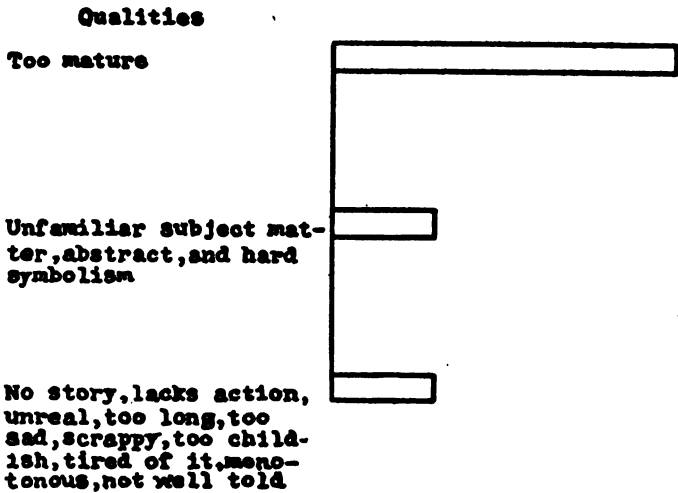


Diagram I. The relative frequencies of the most important desirable qualities in Questionnaire I. Based on Table VII. Combinations are here made in order to emphasize the frequency of the use of terms denoting over-maturity of subject matter.

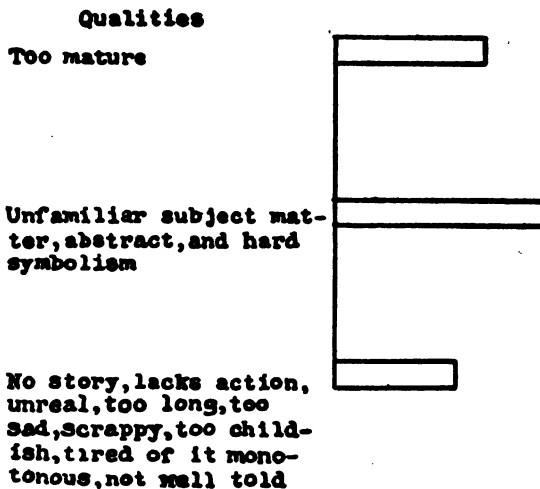


Diagram II. The relative frequencies of the most important undesirable qualities in Questionnaire II. Based on Table VII. Combinations are made as in Diagram I.

only appear in many readers but are rendered in various forms so that when the poems are finally used many pupils either regard them as *too childish* or are already tired of them.

No story. The terms *no story* and *lacks action* are elicited from both teachers and pupils in the case of such selections as Gray's *Elegy*, *The Chambered Nautilus*, and *Abou Ben Adhem*. Pupils' additional comments on *Abou Ben Adhem* include the following (Grades VII and VIII, School A): "too serious", "dry", "not much adventure and exciting things." Similar comments occur in pupils' statements about *The Chambered Nautilus*: "I can see no scheme or story in this although the descriptions are beautiful", and "dislike because not adventurous."

Monotonous. The term *monotonous* is dependent upon the same literary form that gives rise to the term *interesting repetition*, namely, the cumulative arrangements used to ensure drill during the early grades. Some selections, as *The Three Bears*, possess content of sufficient interest to avoid this adverse criticism and are, therefore, commended for their *interesting repetition*. Other selections, as *The Endless Tale*, have enough interesting content to avoid adverse comments from only a part of the teachers. There seem, consequently, to be two ways of avoiding monotony and at the same time securing drill during these grades: (1) the avoidance of repetition unless the subject matter is of great interest, and (2) the use of devices employed to make drill periods interesting—games, for example, in which flash cards are used for drilling on difficult or new words. The relative frequency of the term *monotonous* decreases from grade to grade, thus paralleling the course of *interesting repetition*, as shown in Table XII.

Unreal. The term *unreal* was used by many teachers, but was not often applied to any one selection. No selection of the list for Grade I was so described by more than one teacher in the second questionnaire. Two selections, *Baron Münchhausen* and *The Fall of the House of Usher* were so regarded by a much higher percentage of the teachers of the later grades. We find, however, that only about 20 per cent of the pupils regard the *Münchhausen* tales as too unreal while a much

higher percentage find them interesting just because they are "nonsensical", "untrue", or "impossible."

Too sad. Certain selections, as *Thanatopsis* and Gray's *Elegy*, are responsible for the greater part of the use of the term *too sad*. Some additional selections, unless very carefully presented, also leave an undesirable impression of sadness with pupils. The comments of older pupils indicate, however, that the poem entitled *The Wreck of the Hesperus* is a favorite because it does arouse a feeling of sadness. Here also the teacher may control the appeal and turn an undesirable effect into a desirable one by emphasizing one aspect of the poem rather than another.

Not well told. Literary form affects the success of scores of selections, some of which will be analyzed in later chapters. The comparison of teachers' reactions to different versions of the same stories is, however, inconclusive on this point because selections having sufficient merit to gain a place in more than one series of readers are usually interesting enough to counteract a poor rendering. There are, nevertheless, a few selections which are favorites only with teachers using certain versions. For example, in Questionnaire I, *The Gingerbread Boy* is mentioned from one to sixteen times, respectively, by teachers reporting upon the versions found in six different readers. This selection is mentioned by all the eleven teachers reporting on the Riverside readers, but only once by the ten teachers using another series. An additional example, the selection entitled *The Clever Jackal*, is discussed in the next chapter. Two matters probably control this selective process: (1) the attractiveness of the version and (2) the relative attractiveness of other selections in the same reader.

The comments regarding the teachers' responsibility for the success of reading matter are made because of the writer's firm belief that although method and content are separable aspects of the problem of teaching reading, they are often resolved into a single complex aspect. It is suggested that, if superior teaching were exhibited, many of the undesirable qualities would diminish materially.

TABLE X

THE FREQUENCY OF EACH DESIRABLE QUALITY SHOWN IN PERCENTAGES
FOR THE TWO QUESTIONNAIRES*

GROUP I. (Qualities which make a selection intrinsically interesting)

Qualities	Questionnaire	Grades							
		I	II	III	IV	V	VI	VII	VIII
Interesting action	I	23	20	17	17	20	20	22	23
	II	270	271	237	197	180	215	228	238
Interesting characters	I	7	11	22	29	34	26	20	13
	II	33	48	66	83	83	96	113	140
Interesting problems	I	17	15	14	13	15	16	18	17
	II	45	58	64	65	64	72	81	90
Interesting information	I	12	18	29	33	33	34	33	30
	II	19	35	37	31	40	54	70	71
Interesting repetition	I	10	6	3					
	II	346	238	113	29	15	12	12	8
Humor	I	16	25	30	26	30	34	32	20
	II	163	174	163	166	179	182	222	206
Home life	I	3	2	1	3	5	5	4	4
	II	41	30	28	25	44	58	78	84
Child life	I	12	11	14	13	13	8	5	2
	II	90	94	120	141	135	94	55	44
Character study	I		2	3	4	5	9	13	16
	II	42	68	111	134	163	188	218	233
Dramatic action	I	16	19	26	30	36	32	27	17
	II	225	230	226	195	181	188	222	240
Heroism	I	2	5	9	12	14	14	12	10
	II	10	81	164	217	223	216	227	216
Romance	I		1	1	2	2	3	4	4
	II	13	16	15	21	37	63	85	100
Knight-hood	I	1	4	5	6	4	7	8	9
	II			50	45	50	53	63	64
Kindness	I	11	16	24	24	23	17	13	7
	II	185	215	254	238	227	173	172	154
Nature	I	25	20	13	9	7	5	4	2
	II	192	147	110	83	121	134	168	170
Dramatization	I	29	26	22	15	13	8	6	4
	II	246	198	144	88	74	65	66	70
Personification	I	3	3	3	1	1			
	II	188	122	87	40	33	28	28	27
About animals or animal play	I	23	24	25	22	19	11	6	1
	II	244	211	183	103	84	44	42	25
Fairy element or supernatural	I	12	18	21	22	16	12	7	4
	II	228	313	321	321	319	185	109	80
Festival element	I	24	15	5	2	3	3	1	1
	II	84	46	27	36	53	57	54	53

*The percentages were derived by using the number of teachers per grade as bases and the total frequencies of the respective qualities as divisors.

GROUP II. (Qualities commonly mentioned along with desirable results of teaching).

Qualities	Questionnaire	Grades							
		I	II	III	IV	V	VI	VII	VIII
Moral	I	22	36	54	55	62	52	35	28
	II	254	299	306	253	252	293	323	333
Patriotism	I	1	2	4	5	7	6	8	8
	II	23	17	15	16	29	45	72	86
Cultivates imagination	I	13	14	14	17	17	14	8	3
	II	130	141	144	139	131	125	128	131
Stimulates thought	I	2	2	4	6	7	7	8	9
	II	50	28	43	39	66	71	84	79
Cultivates expression	I	5	4	4	3	4	3	2	1
	II	128	133	105	72	81	106	127	129
Enlarges vocabulary	I	3	2	1	2	2	1	1	---
	II	58	61	64	50	58	68	73	67

Group III. (Qualities which are dependent upon literary merit).

Well told	I	5	8	12	15	17	15	16	16
	II	85	103	126	132	150	174	207	233
Rhyme	I	7	5	4	3	4	3	2	---
	II	124	103	81	74	81	89	79	66
Rhythm	I	4	3	2	2	2	1	1	1
	II	226	217	182	156	179	195	231	234
Diction	I	3	3	4	4	5	4	4	3
easy	II	16	18	16	17	26	40	64	82
Content	I	45	37	30	25	24	19	19	14
easy	II	115	116	115	112	119	118	123	128
Variety	I	2	2	1	1	1	1	1	---
	II	19	20	21	14	17	18	20	17
Familiar subject matter	I	9	9	8	6	4	2	1	---
	II	134	103	73	42	49	57	69	73

DESIRABLE QUALITIES

The frequencies with which each desirable quality was mentioned in the questionnaires are shown in Tables X and XI. These qualities have been divided into three somewhat arbitrarily defined groups. Group I contains qualities tending to make a selection intrinsically interesting to pupils; Group II, qualities commonly mentioned in connection with the desirable results of teaching; and Group III, qualities depending chiefly upon the literary merits of the selections. These groups are discussed in consecutive order in the following pages.

Table XI shows the relative frequencies of the qualities

which seem to be the determinants of pupils' interests in reading selections. Although some of these qualities occur no oftener than other qualities, their presence in the comments on practically every desirable selection indicates that they and not other qualities determine the interest. Diction, rhyme, moral value, and degree of difficulty need to be considered, but both teachers and pupils agree that the qualities catalogued in Table XI govern the merit of reading matter. For example, a selection with excellent diction may be referred to as "mere words"; or, one having excellent moral teachings be "too didactic" or have "too obvious" a moral. If instead of looking for didactic qualities in a standard reading selection, one looks for the qualities of Group I, the moral and other important values will, teachers contend, be more impressively taught than if didactic qualities determine desirability. Another reason for designating certain qualities as determinants is that the selections judged to be the "best" in the respective lists in the second questionnaire have been found to exemplify these qualities to a marked degree, while the selections judged to be the "poorest" almost without exception fail to do so. In answer to the possible objection that the qualities here regarded as determinants merely aid in teaching or cater to the superficial desires of pupils, it may be said, first, that no critics of reading matter object to the presence of any of these qualities and, second, that a careful study shows that the finest examples of literary achievement abound with these characteristics rather than with merely formal qualities. The determinants refer then to attributes of good literature and, at the same time, to attributes of content by means of which didactic or other formal results may be most readily attained. The grouping of qualities under eleven terms in Table XI conceals very little so far as either teachers' estimates of pupils' interests or the interests of teachers themselves are concerned.

Diagram III shows graphically the data for Questionnaire II as shown in Table XI. The high percentage of teachers naming each quality when judging a large and representative group of selections gives value to the relative frequencies of the qualities shown in this diagram. The diagram emphasizes

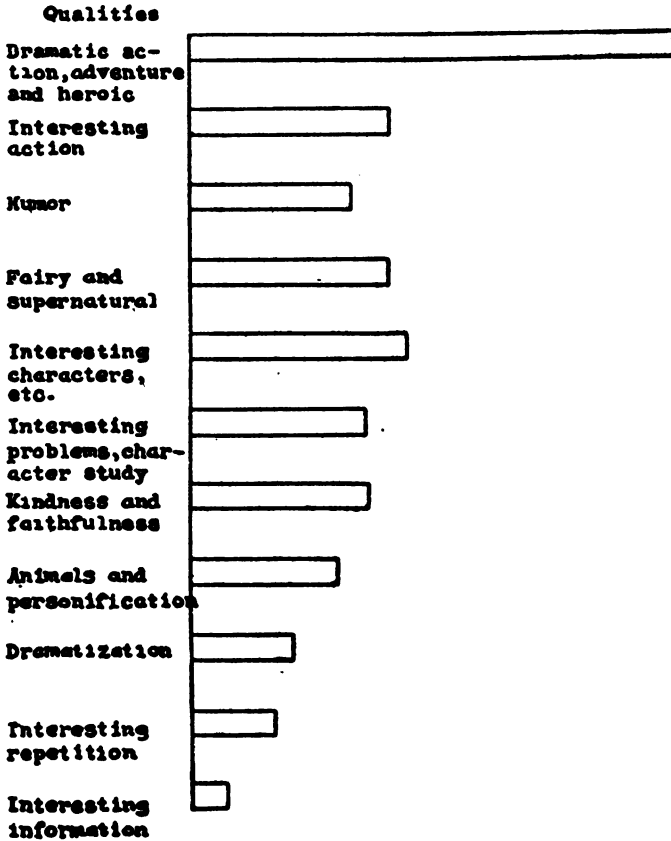


Diagram III. The relative frequencies of the most important desirable qualities in Questionnaire II. Based on Table XI.

TABLE XI

THE RELATIVE FREQUENCIES OF THE MOST IMPORTANT DESIRABLE QUALITIES BASED UPON THE JUDGMENTS OF TEACHERS WHO RESPONDED TO BOTH QUESTIONNAIRES*

Qualities	Questionnaire	Grades							
		I	II	III	IV	V	VI	VII	VIII
Dramatic action, adventure, and heroic -----	I	7	9	15	20	23	23	19	19
	II	14	19	23	27	28	28	28	28
Interesting action (not dramatic) -----	I	8	8	9	10	10	9	11	14
	II	11	11	9	9	8	10	11	12
Humor -----	I	10	13	11	9	9	12	14	10
	II	7	6	6	7	8	10	11	10
Fairy and supernatural -----	I	7	7	8	7	6	5	3	2
	II	9	13	13	14	11	9	5	5
Interesting characters, home life, or child life -----	I	16	12	13	13	16	14	19	13
	II	7	6	8	12	14	14	13	13
Interesting problems and character study -----	I	8	7	6	6	7	10	14	20
	II	3	5	7	8	10	11	13	14
Kindness and faithfulness -----	I	6	8	10	9	8	6	4	4
	II	8	9	10	10	10	8	9	8
About animals, animal play, or personification -----	I	13	14	9	8	7	4	2	1
	II	16	13	10	6	5	3	3	3
Dramatization, availability for -----	I	13	10	7	6	5	3	2	2
	II	10	8	7	4	3	3	3	3
Interesting repetition -----	I	5	3	1					
	II	14	9	5	1	1	1	1	1
Interesting information -----	I	7	9	11	12	9	14	12	15
	II	1	1	2	2	2	3	3	3

*The relative frequencies were derived as in Tables VIII and IX.

the desirability of providing selections portraying action of a dramatic or otherwise interesting character.

QUALITIES WHICH MAKE READING SELECTIONS INTRINSICALLY INTERESTING

Interesting Repetition; Interesting Problems. Diagram IV shows the shifting of interest from grade to grade. *Interesting repetition*, for example, passes from the third place in

Grade I to the fifth in Grade II; thence nearly to the last place where it remains. In contrast with this is the course of *interesting problems*, which moves from next to the last place in the list to the second position in Grade VIII. While cumulative tales with their interesting repetition are used only in the early grades, the subject matter of all grades admits of raising problems, as, for example, questions dealing with character study. The data show, therefore, that at present the relative importance of these and other qualities varies from grade to grade. The extent to which this variation is due to the character of the subject matter now used or to the possibility of arousing the child's interests in any other subject matter is not shown. Diagram V shows in another way the frequency changes of important qualities which vary from grade to grade.

Interesting Action. *Interesting action* is the best guarantee of success for a selection. A passage may be as successful with simple non-dramatic action as with action of a dramatic or adventurous character. Among the most successful selections, however, are many which exemplify both types of action, as *The Pied Piper* and *Dick Whittington*. The frequency of terms which can be subsumed under *interesting action* shows that if a selection is not to be greatly enlivened by the teacher, it must possess qualities of action. Furthermore, this quality is often accompanied by other desirable qualities such as *interesting characters*, *home life*, and *child life*, as in *Cosette*, *Dick Whittington*, and *How Cedric Became a Knight*. The success of these passages attests the desirability of such combinations of appeal.

Table XII contains data upon the selections designated as the "best" in the responses to Questionnaire II.² The small number of these selections probably accounts for the irregularities of the table but, at any rate, there is a striking similarity to the more general results shown in Table XI. The importance of *action* throughout the grades, of *interesting repetition* and *animal play* in the early grades, and the increasing prominence of *interesting problems*, *interesting characters*,

²The selections designated as the "best" are shown in Table XVII of Chapter VI.

DIAGRAM IV

THE SHIFTING OF RANKS OF THE MOST IMPORTANT DESIRABLE QUALITIES IN DIFFERENT GRADES BASED ON TABLE XI. THE TABLE AS READ FROM LEFT TO RIGHT INDICATES THAT *Dramatic Action* HAS THE HIGHEST FREQUENCY OF THESE QUALITIES IN ALL THE GRADES EXCEPT THE FIRST, AND SO ON.

GRADE I

About anti-mals, etc.	Dramatic action, etc.	Interesting repetition	Interesting action	Interesting action	Dramatization	Fairy and supernatural	Kindness and faithfulness	Humor	Interesting characters	Interesting problems	Interesting information
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GRADE II

Dramatic action	About anti-mals, etc.	Fairy and supernatural	Interesting action	Interesting repetition	Interesting repetition	Kindness and faithfulness	Dramatization	Humor	Interesting characters	Interesting problems	Interesting information
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GRADE III

Dramatic action	Fairy and supernatural	About anti-mals, etc.	Kindness and faithfulness	Interesting action	Interesting action	Kindness and faithfulness	Dramatization	Interesting problems	Humor	Interesting repetition	Interesting information
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GRADE IV

Dramatic action	Fairy and supernatural	Interesting characters	Kindness and faithfulness	Interesting action	Interesting action	Humor	Humor	About anti-mals, etc.	Dramatization	Interesting information	Interesting repetition
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GRADE V

Dramatic action	Interesting characters	Fairy and supernatural	Kindness and faithfulness	Interesting problems	Interesting problems	Humor	Humor	About anti-mals, etc.	Dramatization	Interesting information	Interesting repetition
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GRADE VI

Dramatic action	Interesting characters	Interesting problems	Interesting action	Humor	Humor	Fairy and supernatural	Kindness and faithfulness	About anti-mals, etc.	Dramatization	Interesting information	Interesting repetition
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GRADE VII

Dramatic action	Interesting characters	Interesting problems	Interesting action	Humor	Humor	Kindness and faithfulness	Fairy and supernatural	About anti-mals, etc.	Dramatization	Interesting information	Interesting repetition
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GRADE VIII

Dramatic action	Interesting problems	Interesting characters	Interesting action	Humor	Humor	Kindness and faithfulness	Fairy and supernatural	About anti-mals, etc.	Dramatization	Interesting information	Interesting repetition
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TABLE XII
THE RELATIVE FREQUENCIES OF THE MOST IMPORTANT DESIRABLE QUALITIES IN THE "BEST" SELECTIONS IN QUESTIONNAIRE II*

Qualities	Grades							
	I	II	III	IV	V	VI	VII	VIII
Dramatic action, adventure, and heroic.....	19	22	24	24	23	22	10	18
Interesting action (not dramatic)	13	12	12	13	13	12	9	10
Humor	8	8	7	5	4	6	9	10
Fairy element or supernatural	3	4	6	6	7	8	7	4
Interesting characters, home life, and child life	7	9	11	14	17	18	20	22
Interesting problems and character study..	3	5	9	12	14	15	16	17
Kindness and faithfulness	2	6	10	13	11	7	6	6
About animals, animal play, and personification	16	13	8	5	3	2	1	1
Dramatization, availability for	18	12	8	5	5	5	6	6
Interesting repetition.....	11	7	3			1		
Interesting information		2	3	3	3	4	6	6

*The relative frequencies were derived by dividing the frequencies of each quality by the total frequencies of all qualities for each respective grade.

and *interesting information* show that the general results may be depended upon as guides to the best selections.

Animals, Animal Play, and Personification. In the early grades, stories of animal play are important. Such stories are supplanted in the intermediate grades by *Black Beauty*, *Patrasche the Dog of Flanders*, and the like. Although animal stories are favorites, too few of them appear in the readers used in the later grades to give the quality *about animals* great importance.

Dramatization. Dramatization is important throughout the grades. Such selections as *The Pied Piper* are suitable for dramatization in any of the grades in which they are used. *The Courtship of Miles Standish* and *The Merchant of Venice* are often used for this purpose in the upper grades.

Fairy Element and Supernatural. The fairy story is very important in Grades II to V. Tables XI and XIII indicate

differentiations made in the use of the terms *fairy* and *supernatural* in the different grades. Such stories as *The Shoemaker and the Elves* and *Rip Van Winkle* illustrate this differentiation. The pupils' reactions show clearly that interest in fairy tales does not end with the passing of the intermediate grades. Indeed, a high percentage of grammar grade pupils profess enjoyment in the tale of *Aladdin and His Wonderful Lamp*. The results indicate that a failure to use such tales in the later grades should not be attributed to a lack of interest in fairies or the supernatural.

Kindness, Faithfulness, and Loyalty. *Kindness* and *faithfulness* are frequently used in connection with other qualities. For example, the faithfulness of Patrasche and the kindness of the stranger in *Cosette* enhance the interest of pupils in selections which are interesting even apart from the presence of these qualities.

Humor. *Humor* is an important quality throughout the grades. Only occasionally does one find both teachers and pupils who look askance at material which exemplifies this quality. Such persons either fail to see anything humorous in such selections as *The One-hoss Shay* and the *Adventures of Baron Münchhausen* or regard them as "silly."

Interesting Information. The older reading selections containing informational material are especially unfortunate in all of the grades. The reason for this lack of interest in these selections is obvious if one bears in mind the attributes of popular selections. There is, however, no evidence that well-graded informational material is not interesting. Indeed, the popularity of the Community Life Leaflets is as great as that of any other selections upon which data have been collected. The quality *interesting information* has importance also in such selections as *The Leak in the Dike*: teachers supply additional information about Holland and report that they succeed very well so far as interest is concerned.

QUALITIES COMMONLY MENTIONED ALONG WITH THE DESIRABLE RESULTS OF TEACHING

Moral; Cultivation of Imagination. Among qualities mentioned along with desirable results of teaching the moral

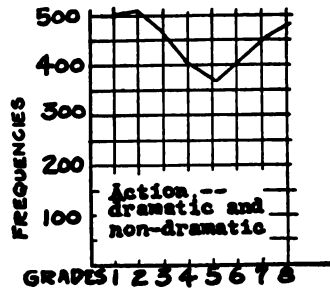
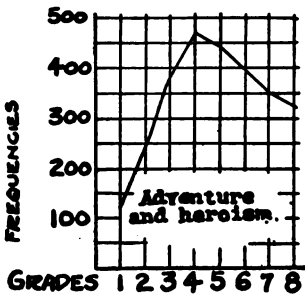
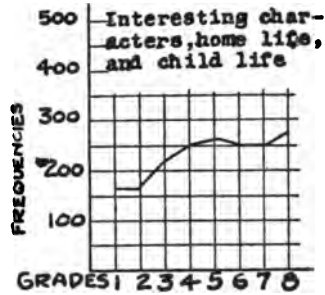
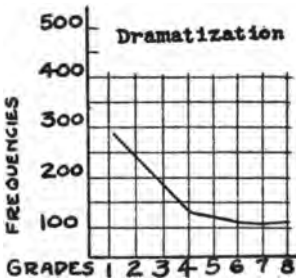
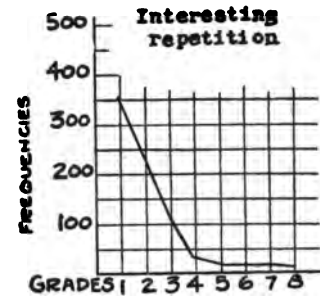
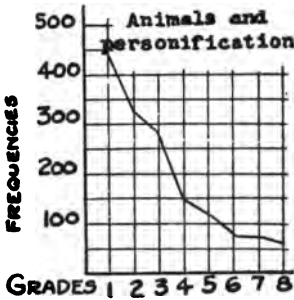
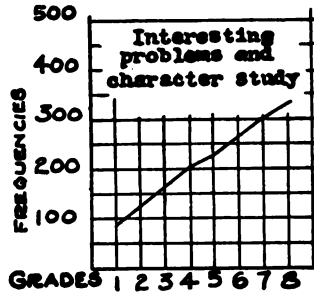
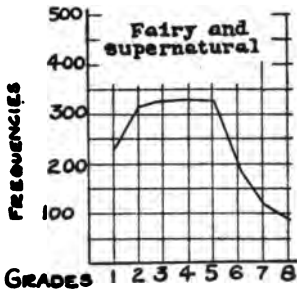


Diagram V. Changes in the frequencies of important desirable qualities from grade to grade. Questionnaire II. Based on Table X.

quality leads in all grades, while the development of imagination holds either the second or the third rank. Nearly all selections are used for teaching morality and developing imagination. When these data are considered with reference to the original statements of pupils, it appears that there is not an over-use of the story with a moral, but rather that there is an attempt to provide material which will give desirable emotional settings for morality without making the moral problem too obtrusive. Statements supporting this deduction are found in many of the responses: as already stated some selections teach morality "without seeming to do so." *Patriotism* is exemplified by so few selections that its importance cannot be determined from its frequency in the tables.

Cultivation of Expression and Stimulation of Thought. The recent tendency to emphasize silent reading³ is not reflected in the responses to either questionnaire. The term *cultivation of expression* refers to expressive reading and the term *stimulation of thought* to promotion of class discussion. The interpretation of material read is emphasized more by the incidental comments than by the responses tabulated under *stimulation of thought*. Later tables show that many selections are used for the purpose of stimulating thought upon important topics.

Enlargement of the Vocabulary. Although the enlargement of the vocabulary is an important result of teaching, it is not mentioned as a specific value of many selections. It is, however, frequently mentioned in connection with selections about which there are other comments. For example, *Rip Van Winkle* and *The Legend of Sleepy Hollow*, which are very popular selections, are regarded as having great value in this respect.

THE LITERARY QUALITIES

Familiar Subject Matter, Easy Content, and Easy Diction. The overwhelming evidence that many selections are too difficult for the grades in which they are taught is in agreement with the evidence that many other selections are

³ C. H. Judd and others: *Reading; Its Nature and Development*. Supplementary Educational Monographs, Vol. II, No. 4. The University of Chicago Press, 1918.

TABLE XIII

THE QUALITIES MENTIONED BY TEACHERS AND PUPILS IN THEIR COMMENTS ON THE SAME SELECTIONS FOR EACH GRADE. THE FREQUENCIES ARE SHOWN IN PERCENTAGES. THE PERCENTAGES DO NOT TOTAL 100 BECAUSE SOME OF THE LESS FREQUENTLY MENTIONED QUALITIES ARE OMITTED*

Selections	Qualities															
	Grade	Teacher or Pupils	Interesting problems	Interesting characters	Interesting action	Interesting information	Humor	Adventure	Kindness	Moral	Well told	Rhyme Rhythm	Easy	Too sad	Hard words	Too mature
<i>The Leak in the Dike</i>	III	T	2	7	3	4	—	58	10	6	2	—	2	—	—	—
	IV	P	11	5	—	5	—	39	16	20	—	—	2	—	—	—
	V	P	7	7	5	7	—	57	14	3	1	—	3	—	—	1
<i>Dick Whittington and His Cat</i>	III	T	4	5	2	5	—	52	11	5	2	—	9	—	—	—
	IV	P	11	—	2	3	—	55	—	25	3	—	—	—	—	—
	V	P	15	10	2	—	—	23	13	5	7	—	10	—	—	2
	VI	P	20	16	5	1	—	17	23	4	18	—	1	1	—	—
	III	P	15	39	—	—	—	—	13	8	10	—	8	—	—	—
	IV	P	17	17	3	—	—	—	7	17	25	—	1	—	—	—
<i>The Village Blacksmith</i>	V	P	25	17	3	—	—	4	4	3	28	—	6	—	—	4
	III	P	7	34	19	—	—	29	16	3	5	25	11	6	14	—
	IV	P	1	10	16	—	—	4	13	18	5	7	1	—	1	3
	V	P	2	50	20	—	—	14	18	12	2	23	16	1	—	8
	IV	P	26	44	—	—	—	5	10	10	2	15	17	—	—	4

TABLE XIII—Cont.

Selections	Grade	Qualities														
		Teacher or pupils	Interesting problems	Interesting characters	Interesting action	Interesting information	Humor	Adventure	Kindness	Moral	Well told	Rhyme Rhythm	Easy	Too sad	Hard words	Too mature
<i>Paul Revere's Ride</i>	VI	T	1	15	17	—	—	—	—	—	—	—	—	—	—	—
	IV	T	8	23	11	12	—	—	—	—	—	—	—	—	—	—
	IV	T	3	2	—	16	—	—	—	—	—	—	—	—	—	—
	V	P	20	7	—	6	—	—	—	—	—	—	—	—	—	—
<i>The One-hoss Shay</i>	VI	T	7	2	2	9	—	—	—	—	—	—	—	—	—	—
	VI	P	12	8	—	8	—	—	—	—	—	—	—	—	—	—
	VII	T	16	4	—	9	—	—	—	—	—	—	—	—	—	—
	VII	P	3	3	—	16	—	—	—	—	—	—	—	—	—	—
<i>The Gettysburg Address</i>	VIII	T	15	—	—	11	—	—	—	—	—	—	—	—	—	—
	VII	P	16	—	—	28	—	—	—	—	—	—	—	—	—	—
	VII	T	6	—	—	—	—	—	—	—	—	—	—	—	—	—
	VII	P	5	1	—	—	—	—	—	—	—	—	—	—	—	—
<i>The Gettysburg Address</i>	VII	T	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	VII	P	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	VIII	T	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	VIII	P	—	—	—	—	—	—	—	—	—	—	—	—	—	—

*The frequencies were derived by dividing the frequencies of the terms by the number of teachers or pupils, respectively, for the grades.

regarded as effective particularly because they are within the mental grasp of the pupils who study them. This fact shows at least that teachers desire material which increases interest instead of material which needs so much explanation that interest is lost by the time the meaning is mastered or the words correctly pronounced.

Rhyme and Rhythm and Variety. Pupils' statements about their interests in rhyme and rhythm agree with teachers' statements. Variety, an incidental quality, refers to both style and content.

COMPARISON OF TEACHERS' AND PUPILS' RESPONSES

As shown by Table XIII, there are some distinct differences between the incidental qualities named by pupils and those named by teachers. For example, literary qualities, excepting rhyme and rhythm, are seldom mentioned by pupils. *Well told* is seldom used by pupils except in case of the *Gettysburg Address* where it means good diction; elsewhere it means that the story has a good ending, as in *The Ugly Duckling* and *Cosette*. Close agreement is found, however, between pupils' and teachers' mentioning of the qualities which determine the merit of reading matter. Here, we find a correlation of .87. It seems justifiable to maintain that teachers' judgments on many other selections not judged by pupils would be in equally close agreement with pupils' judgments.

The interest of teachers in the moral value of many selections is notable. Reactions of pupils show that they do not feel this emphasis unduly. In many cases, the pupils' comments indicate their appreciation of fair play, penalty for wrong-doing, and other moral qualities or teachings. For example, they show marked disapproval of the magician in *Aladdin* and for *Phaethon*; also, they mention the moral qualities of *Abou Ben Adhem* and *The Chambered Nautilus* in terms unlike those which teachers are said to "impose" upon pupils.

Table XIII shows also the difficulties encountered in an attempt to inculcate patriotism by such a selection as *What Constitutes a State*. (In the table *morality* and *patriotism* are combined.) The lack of a variety of appeals is one of the

reasons advanced by pupils as a cause for their lack of interest in this selection. The analysis of this poem in the following chapter indicates, however, that *over-maturity of content and of diction* is the more fundamental difficulty. Other selections frequently cited for their patriotic values are *The Leak in the Dike* and *Paul Revere's Ride*, but both are superior owing to other appeals such as *interesting action, adventure, and interesting characters*. Pupils mention the moral and patriotic values of these interesting selections oftener than in the case of *What Constitutes a State*.

Additional qualities were often mentioned by pupils. For example, the *fairy element* in *Aladdin* was mentioned by seventy-five pupils, and the *festive element* in *Christmas at the Cratchits'* sixty times. Many pupils found nothing more vital to say about other selections than that they are interesting because of the great men who wrote them. This is true of the *Gettysburg Address* in Grades VI to VIII; here, the following percentages of pupils stated that they liked this passage because of their interest in Lincoln: 14 per cent, 14 per cent, and 37 per cent. This does not prove that such a selection is unsuccessful but shows that teachers should at the outset make use of the interest in the author and then attack the additional problem of teaching the main argument of the address.

CONCLUSIONS

In all grades, teachers and pupils mention over-maturity of reading material oftener than any other undesirable quality. This term refers to the difficulty of diction or content, unfamiliarity with the subject matter, or to difficulty with the symbolism found in reading selections.

Teachers' comments indicate that, in addition to over-maturity, a few other qualities act as determinants of undesirability in reading selections. The additional determining qualities are *no story, lacks action, unreal, too long, scrappy, too sad, too childish, monotonous, and not well told*. Also, a few selections are undesirable because pupils are tired of them.

Reading courses should be so planned that either the selections will not present considerable difficulties with the subject

matter or that able teachers will be given ample time for the presentation of necessary explanatory material.

Teachers have difficulty with some easy selections which are found in many versions and sometimes in readers of several different grades. Pupils either tire of such selections or find them too immature.

Interest in the repetition contained in cumulative folk tales continues throughout the primary grades; beyond these grades, such tales are likely to be *monotonous* or *too childish*.

Teachers who lack interest in humorous passages should be warned against the use of the *Münchhausen* tales, *The One-hoss Shay*, and other similar selections. So far as pupils are concerned, however, such selections, if easy, will teach themselves; if difficult, they require sympathetic teaching. Careful teaching is required also by selections possessing a touch of sadness; if poorly taught, such selections leave an over-emphasis upon an otherwise desirable quality.

Literary form is important. Some versions of certain tales elicit many favorable comments while other versions pass unnoticed. Many superior selections are popular in any of the versions found in different series of readers.

Although many desirable qualities are mentioned by teachers, only a few of them are determinants of merit. The qualities such as *interesting action* and *interesting characters* ensure intrinsic interest in the selections which portray them. Teachers find such selections better for didactic use and for use as illustrations of literary merit than selections which are primarily of literary and didactic value and only secondarily of intrinsic interest.

The relative percentages of the determinants of interest vary from grade to grade. The judgments of many teachers, after being found to agree closely with those of pupils, seem to form an adequate basis for computing the relative importance of the determinants of interest. Some qualities, as *fairy* and *supernatural* elements, persist in importance throughout the grades, although the character of the subject matter referred to by them changes considerably.

CHAPTER V

THE ELIMINATION OF UNDESIRABLE READING SELECTIONS

Schoolmen have long realized the fact that in reading classes much time and effort are wasted as a result of poorly selected subject matter. The purposes of this chapter are to present evidence drawn from teachers' and pupils' reactions to unsatisfactory selections, and, by analyzing several such selections, to show the reasons for their unsatisfactory character. Except for incidental treatment, selections unsatisfactory only in certain grades will not be discussed in this chapter.

EVIDENCES OF UNDESIRABILITY SHOWN IN THE STATEMENTS OF TEACHERS AND PUPILS

The Most Undesirable Selections for Each Grade—Teachers' Statements. Table XIV contains a list of the ten most undesirable selections for each grade as found in the first questionnaire together with the number of times that each selection was mentioned and the percentage of teachers reacting unfavorably to it. This table brings out the important fact that a large number of teachers are unanimous in their disapproval of forty-five selections contained in the readers they most frequently used in 1915, and that many additional selections are unsatisfactory to nearly all the teachers who mentioned them.

The undesirable qualities of these selections are mainly the following: *too mature*, *hard words*, *unfamiliar subject matter*, and *no story* or *lacks action*. All excepting two are said to be *too mature*. The frequencies of terms referring to over-maturity are greater than the sum of the frequencies of all other terms. These qualities recur in the comments on nearly every selection, while such terms as *too sad* or *monotonous* occur in the comments on only a few selections. Many of these selections appear in one or more of the most widely used

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TABLE XIV

THE TEN MOST UNDESIRABLE SELECTIONS FOR EACH GRADE, THE NUMBER OF TEACHERS MENTIONING THEM AND THE PERCENTAGE UNFAVORABLE*

GRADE I			
Selections	No. of favor- teachers	Pct. un- favor- able	
<i>Rose, Daisy, and Lily</i>	15	100	
<i>Breakfast Time</i>	8	100	
<i>Whichever Way the Wind doth Blow</i>	8	100	
<i>The Snowbirds</i>	7	100	
<i>King Alfred and the Cakes</i>	7	100	
GRADE I			
Selections	No. of favor- teachers	Pct. un- favor- able	
<i>The Little Fairy</i>	9	89	
<i>The Bagpipe</i>	9	89	
<i>The House that Jack Built</i>	8	89	
<i>The White Lily</i>	17	88	
<i>The Clever Jackal</i>	11	73	
GRADE II			
Selections	No. of favor- teachers	Pct. un- favor- able	
<i>An Evening at Home</i>	36	100	
<i>My Nephew Philip</i>	19	100	
<i>Blanche and her Aunt</i> ..	16	100	
<i>Phaethon</i>	6	100	
<i>Discontent</i>	28	96	
<i>The Little Brook</i>	33	94	
<i>The Leaf's Journey</i>	29	89	
<i>Ulysses and the Bag of Winds</i>	14	93	
<i>Ana the Sun Fairy</i>	10	90	
<i>Sweet and Low</i>	10	90	
GRADE III			
Selections	No. of favor- teachers	Pct. un- favor- able	
<i>The Maple</i>	22	100	
<i>The Crow</i>	16	100	
<i>The Crab and the Moon</i> ..	15	100	
<i>The Cricket on the Hearth</i>	12	100	
<i>Climbing up the Hill</i> ...	11	100	
<i>Climate</i>	9	100	
<i>The Flying Trunk</i>	40	97	
<i>The Mad Tea Party</i>	21	95	
<i>The Wind and the Moon</i>	20	95	
<i>The Czar and the Angel</i> ..	34	88	
GRADE IV			
Selections	No. of favor- teachers	Pct. un- favor- able	
<i>The Factory Boy</i>	22	100	
<i>Duty</i>	16	100	
<i>Language</i>	15	100	
<i>The Argonauts</i>	48	96	
<i>The Whistle</i>	25	96	
<i>Baron Münchhausen</i>	37	95	
<i>Little Nell</i>	20	95	
<i>The Last Lesson in French</i>	18	95	
<i>Boyhood in the South</i> ...	36	94	
<i>The Declaration of Independence</i>	21	86	
GRADE V			
Selections	No. of favor- teachers	Pct. un- favor- able	
<i>Industry</i>	27	100	
<i>The Blessings of Poverty</i>	20	100	
<i>Lying</i>	15	100	
<i>Sleep</i>	13	100	
<i>The Whistle</i>	12	100	
<i>Glimpses of the Great Commoner</i>	19	100	
<i>The Fairyland of Science</i>	9	100	
<i>Nuremburg</i>	31	97	
<i>Titania and Oberon</i>	44	96	
<i>Capturing the Wild Horse</i>	25	96	

*Based on Questionnaire I.

GRADE VI

Selections.	No. of favor- teachers	Pct. un- favor- able	Selections.	No. of favor- teachers	Pct. un- favor- able
<i>Good Books</i>	12	100	<i>The Death of Socrates</i> ..	11	90
<i>Bobolink</i>	10	100	<i>The Fairyland of</i>		
<i>Something about Books</i> .	10	100	<i>Science</i>	10	90
<i>Education</i>	9	100	<i>Elegy (Gray)</i>	9	89
<i>The Highest Aristocracy</i>	13	92	<i>Cranford (Selections)</i> ..	9	89
<i>The Contest between the</i>					
<i>Man and the Cannon</i> .	11	91			

GRADE VII

<i>Early Conquests</i>	19	100	<i>The Fall of the House</i>		
<i>The Isle of the Fay</i>	19	100	<i>of Usher</i>	13	100
<i>Wealth</i>	16	100	<i>What Constitutes a</i>		
<i>What a Good History</i>			<i>State</i>	12	100
<i>Should Contain</i>	15	100	<i>Gentus and Industry</i> ...	12	100
<i>The Character of</i>			<i>The Moral Rights of</i>		
<i>Columbus</i>	15	100	<i>Animals</i>	12	100
<i>The Character of</i>					
<i>Washington</i>	14	100			

GRADE VIII

<i>The Renunciation of</i>			<i>Poor Richard's Almanac</i>	7	100
<i>Wisdom</i>	15	100	<i>Munera Pulveris</i>	19	95
<i>Wisdom and Prudence</i> ..	11	100	<i>Thanatopsis</i>	21	86
<i>Immutable Justice</i>	9	100	<i>Elegy (Gray)</i>	18	47
<i>To a Skylark</i>	9	100	<i>The Descent into the</i>		
<i>L'Allegro</i>	8	100	<i>Maelstrom</i>	47	47

newer readers. Of the eighty selections listed in Table XIV, seventeen are found in one series of readers, while four other series contain ten each. Teachers, in naming these eighty selections, referred to the versions found in fifteen different readers, six of which have been published since 1910. Probably there are unfortunate selections in all series of readers; if this be true, teachers should be asked to omit such selections unless special effort is to be made to make the selections successful.

Some of the selections in Table XIV were included in the lists of selections submitted in Questionnaire II. The percentages of unfavorable judgments then obtained are shown in Table XV. Table VIII shows the percentages of times that each undesirable quality was mentioned for these undesirable selections.

Two conclusions may be drawn at this point. First, selections which are not as satisfactory in one grade as in another can be better taught by placing them in the grades where there is less initial resistance by the pupils. Second, the experience of teachers indicates that such selections as Gray's *Elegy*, *The Fall of the House of Usher*, *Nuremburg*, and *The Czar and the Angel* have no place in the elementary school reading course.

Pupils' Statements. Table XVI shows both teachers' and pupils' reactions to selections which are often judged adversely. In addition to the selections listed in the earlier tables of this chapter, three others not usually favored by teachers are here included. The version of *Baron Münchhausen* read by the pupils was different from that which the teachers judged; this fact may account for its better showing with pupils¹. In general, however, pupils' judgments support those of teachers; both agree that these passages are undesirable for the grades in which they are used if not for any of the elementary school grades.

TABLE XV
THE PERCENTAGES OF TEACHERS IN THE SECOND QUESTIONNAIRE WHO JUDGED UNFAVORABLY THE SELECTIONS WHICH HAD BEEN UNFAVORABLY JUDGED IN THE FIRST QUESTIONNAIRE*

Selections	Grade	Number of Teachers Judging	Percent Unfavorable
<i>The House That Jack Built</i> *....	I	52	21
<i>A Clever Jackal</i> *	I	41	20
<i>Phaethon</i> *	II	42	21
<i>Sweet and Low</i>	II	66	14
<i>The Cricket on the Hearth</i> *....	III	29	45
<i>Czar and Angel</i> *.....	III	24	37
<i>The Flying Trunk</i> *.....	III	31	23
<i>Phaethon</i> *.....	III	42	14
<i>Cricket on the Hearth</i>	IV	32	59
<i>Baron Münchhausen</i> *.....	IV	24	46
<i>Last Lesson in French</i> *	IV	31	42
<i>The Argonauts</i> *	IV	34	38
<i>Phaethon</i> *	IV	35	3
<i>Nuremburg</i>	V	23	33

¹The version of the *Münchhausen* tales presented to pupils is closely similar to that contained in the Merrill readers.

TABLE XV—Continued.

	Grade	Number of Teachers Judging	Per Cent Unfavorable
<i>The Blessings of Poverty*</i>	V	14	57
<i>Titania and Oberon*</i>	V	23	48
<i>Baron Münchhausen</i>	V	33	30
<i>Phaethon</i>	V	36	3
<i>Gray's Elegy*</i>	VI	40	32
<i>The Cricket on the Hearth</i>	VI	32	34
<i>Cranford*</i>	VI	21	33
<i>Baron Münchhausen*</i>	VI	29	31
<i>Gray's Elegy*</i>	VII	43	49
<i>The Cricket on the Hearth*</i>	VII	22	38
<i>Cranford</i>	VII	23	30
<i>The Fall of the House of Usher*</i>	VII	23	65
<i>What Constitutes a State*</i>	VII	34	26
<i>Thanatopsis*</i>	VII	44	64
<i>Gray's Elegy*</i>	VIII	43	56
<i>The Cricket on the Hearth*</i> ...	VIII	29	7
<i>House of Usher*</i>	VIII	26	54
<i>Thanatopsis*</i>	VIII	47	43
<i>L'Allegro*</i>	VIII	28	64
<i>Descent into the Maelstrom*</i> ...	VIII	27	7

*Selections marked with an asterisk were also mentioned by teachers of the respective grades as the most undesirable selections in the list for the grades.

TABLE XVI
 COMPARATIVE OPINIONS OF TEACHERS AND PUPILS REGARDING SELECTIONS WHICH ARE OFTEN JUDGED AS UNDESIRABLE. THE PERCENTAGES UNFAVORABLE ARE SHOWN FOR QUESTIONNAIRE I, QUESTIONNAIRE II, AND PUPILS

Selections	Grades											
	III		IV		V		VI		VII		VIII	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
<i>Phaethon</i>	75	14	35	---	3	39	---	31	24	---	26	16
<i>Baron Münchhausen</i>	---	---	---	---	46	---	---	69	---	---	26	56
<i>What Constitutes a State?</i>	---	---	---	---	---	---	100	---	---	---	100	66
<i>The Chambered Nautilus</i>	---	---	---	---	---	---	100	70	---	82	17	66
<i>Abou Ben Adhem</i>	---	---	---	---	37	---	---	50	---	---	45	45
<i>Excelsior</i>	---	---	61	100	62	63	100	40	62	---	12	31

ANALYSIS OF UNDESIRABLE READING SELECTIONS

In order to show more fully the reasons for the unsatisfactory character of the subject matter discussed in this chapter, analyses of several selections have been made.

The Whistle. Our analysis begins with a selection which has for several generations been found in readers and has given rise to one of our popular sayings. This selection, *The Whistle*, by Benjamin Franklin, was mentioned unfavorably thirty-seven times in the first questionnaire for Grades IV and V and favorably only once. Excepting two fifth-grade teachers who say that their pupils are tired of it, all refer only to its hard words and over-maturity. It is contained in substantially the same form so far as content is concerned in books four and five of two widely used series of readers and in the fifth book of another series published for use in a single state.

In looking for difficult words, one finds in a fifth-grade version the following expressions which might be new or troublesome for many pupils: *directly, voluntary, vexation, reflection, chagrin, ambitious, court favor, sacrificing, levees, popularity, political bustles, benevolent, accumulating, man of pleasure, audible, corporeal, sensations, appearance, equipages, and contracts debts*. In the version intended for Grade IV, only a few of these expressions remain: *directly* is changed to *at once*; *voluntary* is omitted; *reflection* is changed to *thought of it*; *chagrin* is changed to *shame*; *ambitious, sacrificing, court favor, levees, popularity, and political bustles* are avoided by omitting the sentences containing them; *accumulating* is changed to *heaping up*. The sentence reading, "When I see a man of pleasure, sacrificing every laudable improvement of mind or of his fortune, to mere corporeal sensations," etc., is changed to "When I see a man neglecting the improvement of his mind, wasting his fortune," etc. The remainder of the difficult expressions are avoided in the fourth-grade book by omitting two other sentences.

In the use of the fifth-grade selection, approximately twenty expressions would need explanation to pupils of that grade. Assuming that a few words should be added to the pupils' vo-

cabulary, we might argue that this list is not too long. Here, however, we meet with another difficulty, namely, the sentence structure. The second sentence of the fifth-grade version reads as follows: "I went directly to a shop where they sold toys for children, and being charmed with the sound of a whistle that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one." The fourth-grade version divides and otherwise simplifies this sentence. This involved style persists throughout the fifth-grade version.

The fifth-grade pupils are thus confronted with examples and applications drawn from adult life, by many difficult words, and many difficult sentence constructions. The closest observers of pupils of this grade, namely, the teachers, report that the pupils do not react favorably to the anecdote in this form.

The Island of the Fay. Two selections from Poe appear among those which seventh-grade teachers find unsuitable for teaching purposes. The excerpt from *The Fall of the House of Usher* is referred to in every case in connection with one of the older series of readers. *The Island of the Fay* as found in one of the newer series of readers is mentioned by nineteen teachers, all of whom judged it adversely. The reasons for such judgment are as follows: *lacks action, unreal, unfamiliar subject matter, hard words, and over-maturity.*

An analysis of this selection shows clearly the source of some of the difficulties. The demands made upon the imagination are not beyond the powers of many pupils of this age, but, as commonly taught in this grade, they are beyond the reach of most of the pupils. That is to say, such a selection as this requires a careful assignment—such an assignment as it is not always possible to arrange, or else a well-conducted "study lesson." The pupil who, without such preparation, begins reading this passage is supposed to pass suddenly from his school world into a very unreal situation. Only those pupils who can readily follow a writer upon one of his "lonely journeyings amid a far distant region of mountain locked within mountain, and sad rivers and melancholy tarns writhing or sleeping within all"—only such pupils are able to place themselves in the attitude needed for the appreciation of the story. The brief

introduction to the scene straightway described contains several phrases which are of slight if any significance to one who cannot readily imagine the appearance of hidden mountains, sad rivers, and writhing tarns. These references constitute for most pupils unfamiliar subject matter and need more than mere explanatory treatment. Such explanatory treatment is probably necessary, but it needs to be supplemented or preceded by an emotional preparation. This emotional preparation would place the pupils in possession of an attitude which many of them may at some time in their lives have assumed while contemplating a situation which was in certain of its aspects similar to Poe's imaginary islet. The possibility of such a preparation is, it seems, a measure of the probable success of this selection with the average class. The probability of such a treatment by the teacher in a given school can be judged by the superintendent or the principal. Several things may prevent teachers from giving such a preparation: lack of personal interest in the passage, lack of time for their own preparation or for presentation, or lack of ability to inspire interest in such a situation. Also, the suggestions given in manuals for the teaching of such passages as this do not usually lead one to think of anything except the explanation of meanings. At this point we approach the problem of method, which is not the problem of our investigation.

Capturing the Wild Horse. The lack of movement might be suggested as another fault of the selection just analyzed. That the presence of movement does not, however, ensure interest is shown by an analysis of the fifth-grade selection entitled *Capturing the Wild Horse*². Instead, the fault throughout this passage seems to be that it deals with a type of imagination to which a careful preparatory appeal must be made if the selection is to be successful. This selection contains "action," is well told, and tells about a hunting expedition involving large game. It is, notwithstanding these good qualities, judged as a poor teaching selection by ninety-six per cent of the teachers who mention it. The reasons assigned for such judgments are two: *hard words* and *over-maturity*.

²From Washington Irving's *A Tour on the Prairies*.

All the references to the tale are to the version contained in one of the newer readers.

In criticizing this selection, we may analyze it and also compare it with successful ones. In the reader containing the selection, there is, immediately following it, a well-selected list of twenty-seven words for the study of pronunciation and of thirty-eight words and phrases for the study of meanings. The tale is approximately four pages in length. There is, therefore, according to the editor's judgment, an average of about twenty difficult words or phrases per page. There are thirty-five lines per page. One questions whether pupils should be asked to read material which averages more than one major difficulty per sentence as this does. The question is the more troublesome when one notes that the selection contains no "childish" material which would prevent its use being postponed. The words and phrases listed for special study vary in difficulty, but there are many which would tax severely an eighth-grade pupil.

The adventure here reported is one in which only adults participate. No references are made to children. The adventure is not one about which fifth-grade pupils are likely to have clear notions. Many children have, however, contemplated a solitary existence in the midst of many natural and artificial goods such as surrounded Robinson Crusoe when he was shipwrecked on foreign seas. Crusoe's adventures are replete with the things children do or about which they have had many discussions and thoughts. The capturing of a wild horse might be made equally interesting by approaching it with a consideration of so interesting a project as getting wild horses for a circus or for riding. The selection does not contain such references to a familiar background as run through the account of Robinson Crusoe.

The tale of the capture of the wild horse may be compared with another favorite tale. Such a tale is the *Story of Robin Hood* which also appears in the reader containing the account of the wild horse. In spite of many difficult words or new words such as *abbey*, *jousts*, *Justiciar*, and *tryst*, the *Story of Robin Hood* is named as a favorite selection. Reasons given

for the popularity of this story are that it portrays adventure involving the child life of Little John, knighthood, heroism, and kindness, and raises interesting problems such as questions regarding group loyalty and kindness to the weak and the poor.

The Capturing of the Wild Horse is handicapped by a lack of such appeals. Capturing wild horses and training them to perform marvelous feats would give the narrative a human appeal. Such interests as it caters to come later in children's development, but even then tales of Rip or Ichabod with their play upon human shortcomings and superstitions are much more certain of a favorable hearing. Pupils care very little about the outcome of the wild horse hunt; a selection which does not compel the reader to finish it must always take its chances with school pupils as it has to with the general reading public. A few persons will finish fine literary selections partially for the literary merit; teachers' judgments indicate, however, that school pupils will not appreciate literature better as a result of having read passages in which attention flags as it does in this selection.

What Constitutes a State. The poem entitled *What Constitutes a State* has been unfavorably received by teachers. The criticisms indicate that the selection is *too mature, too didactic*, and that it contains *symbolism* and *words* which are *too difficult*. Pupils made similar criticisms and also showed by their answers to questions that the passage is too difficult for them. Reasons for the difficulties mentioned are found in nearly every line of the poem. Such phrases as *labored mound, moated gate, turrets crowned, broad armed ports, laughing at the storm, spangled courts, and perfume to pride* occur in lines two to eight at the rate of two per line. These examples of difficult words and difficult symbolism show that a great deal of explanation is needed to enable pupils to understand merely the opening lines. The following questions were asked of the pupils in order to test their comprehension of such phrases as those just quoted:

How do rich navies laugh "at the storm"?

What is meant by the "state's collected will"?

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The first of these questions was answered correctly by the following percentages of pupils of Grades VI, VII, and VIII, respectively: 50 per cent, 48 per cent, and 54 per cent; the second question, by the following percentages: 21 per cent, 58 per cent, and 28 per cent. Avoidance of this passage is recommended by many teachers, while less than 50 per cent of the pupils of Grades VI and VII enjoy or understand it.

Thanatopsis. Bryant's *Thanatopsis* is so widely used and is disliked by so many teachers that it deserves analysis. *Over-maturity, abstractness, and sadness* are its alleged defects. The well-known opening of this selection exemplifies the undesirable qualities. First, the sentence order is very unusual. Second, there are several difficult phrases, as Nature's "various language," "communion," and "her visible forms." These phrases conceal the antecedent of "him" in the first line, and confuse the pupil by difficult content and style.

The second sentence begins with the brooding thought of the "last bitter hour," and "sad images of stern agony," phrases which, in the opinion of some teachers, had better pass unexplained. The next sentence warns the reader that the "Earth that nourished thee, shall claim thy growth, to be resolved to earth again." These lines are also quite out of keeping with the things which teachers find interesting to pupils. There are, of course, pupils and teachers who are not averse to these dismal forebodings. Unless, however, a supervisor has strong reasons for believing that an extraordinarily large percentage of his teachers belong to the group favorable to the poem, he should heed the warning of about 50 per cent of the teachers who find it unsatisfactory.

The Fairyland of Science. An informational selection giving difficulty to sixth-grade teachers is *The Fairyland of Science*. An analysis of it shows a number of faults. First, pupils of Grade VI may secretly enjoy fairy tales, but the clear reference of the title to a childish type of appeal is not conducive to interest. The next unfavorable suggestion comes in the first sentence, where the reader is reminded of the common impression that science is "a bundle of dry facts." The next sentence announces the author's attempt to prove that

this common belief is incorrect. The really interesting material of this selection is further burdened with subsequent references to fairyland: "Tell me, why do you love fairy land? What is its character?" etc. This style which is believed to be suitable for children just because it employs references which fit pupils of Grades II to IV gives the impression that the selection is "written down" for children. If there is anything which pupils of Grade VI desire to escape, it is the suggestion that they are still children. Sixth-grade pupils' judgments show that the tale of Aladdin is very interesting to them, although many add that they are "pretty old for fairy tales." In *The Fairyland of Science*, however, the pupils are told that "wherever they wander," when old as well as when young, these fairies—fabrications for little folk—will follow them. In contrast with the lack of success of this selection is the success of other informational material which is written in a virile unpatronizing style³.

The Crow. One of the most unsuccessful selections in the newer readers is an adaptation of one of John Burroughs' essays, and is entitled *The Crow*. This nature-study selection is mentioned sixteen times in the responses to the first questionnaire and each time unfavorably. Its alleged faults are *over-maturity* and *lack of story or action*.

An analysis of this passage in comparison with a favorite for the same grade shows that the diction of the two selections is about alike in difficulty. In the first paragraph of *The Crow*, the pupils would need a little help in understanding the phrase, "the air of a lord of the soil." Beyond this, few phrases or words require explanation to the average third-grade class. The selection does not deal with abstractions. The subject matter can be readily understood by pupils.

The content presented about the crow's life consists of the following: leaving meat near a window for a crow; the crow carrying the meat away; the crow lighting on the ground and beginning to eat; a fellow-crow coming near; a struggle expected but avoided; the first crow making a "gesture" and

³ See Chapter VII for an account of the success of other informational literature.

flying away without the meat; the second crow flying to the meat and starting to eat; the return of the first crow; division and carrying away of the meat. The second part of the selection continues: the crow's attitude toward a trap; trying to feed a crow by placing meat on the branch of a tree; a careful investigation for three days by two crows; a portion of meat eaten on the third day; the position of the meat changed to a fork in the tree and later to the ground; "but they grew more and more afraid of it"; a dog carrying away the meat; and finally the crow quitting the tree.

Although similar attempts to feed birds are made by many children in winter, the selection is uninteresting. Nothing unusual happens, or rather the lack of action in at least two places is the most unusual characteristic of this passage. The ending gives a particularly strong impression of a desire to finish the narrative: "Finally, the dog carried off the bone, and the crows stopped visiting the tree." Such an ending is in marked contrast with the closing of the successful story of the *Knights of the Silver Shield* which follows the selection under discussion in the reader. In this account of knights, the "golden star" was, at the end of the battle, "still shining," and the lord of the castle addressed the knights as follows: "Sir Roland has fought and won the hardest battle of all today." It is noteworthy that Sir Roland did not lay down his shield for some straggler to find, but that a definite objective was attained, and, with the portrayal of a feeling of victory, this superior selection closes. These comments and comparisons indicate the reasons for the teachers' criticism of the lack of action in *The Crow*.

The Clever Jackal. Despite children's keen interest in animal play, we find among the least liked selections one entitled *The Clever Jackal*. The version always referred to in the responses to the first questionnaire is in one of the newest series of readers and has three attractive illustrations. Criticisms of the selection are as follows: *over-mature, hard words, unfamiliar subject matter, unreal, monotonous, too long, and portrays bad morals.*

The length and monotony are incidental faults inherent in this particular selection; favorite selections as *The Three Bears* and *Three Billy Goats Gruff* are no shorter and contain no less repetition. The difference between *The Clever Jackal* and the favorite selections is that the latter are interesting and, therefore, neither too long nor monotonous.

The story of the jackal runs as follows: A jackal lived near a river to which he went to find some crabs for his dinner. He put his paw into the water to catch a crab, "And snap! a big Alligator had the paw in his mouth." From this time on the alligator tried to capture the clever animal, but always the jackal was wiser. At last, the jackal came home one day and found the alligator. Instead of trying to overcome his mortal enemy by combat the jackal piled wood in front of the door and burned the house and along with it the alligator.

The alleged portrayal of bad morals consists of the deceit practiced on the alligator. For example, when the jackal's paw was caught, he laughed at the alligator for mistaking for a jackal's paw the reeds growing in the river: "So the Alligator opened his mouth and let the little jackal go." Both animals are involved in trickery: the one in order to capture and the other to avoid being captured. Without being prudish, one can detect underhanded diplomacy in the tale.

The unfamiliarity of subject matter is probably due to pupils' common ignorance of river and alligator scenes. Also, over-maturity of content is found in the crafty plans for capturing and remaining free. Children who have difficulty with the general setting will encounter more difficulty when they try to follow these plans.

Rose, Daisy, and Lily. The first-grade selection entitled *Rose, Daisy, and Lily* is disliked by all the teachers who mention it. *Lack of action*, *hard words*, and *over-maturity* are its faults. This three-page selection consists of (1) a description of Rose, Daisy, and Lily growing side by side in a beautiful garden and (2) a conversation about where they spent the winter excepting that Daisy, in the spring, does not know where she was.

Lack of action is an obvious characteristic of this selection. Action might readily be introduced by an animated introduction, by correlated nature study, or by dramatization. Hard words are found in several lines: *Daisy, beautiful, garden, these, alone, flowers, around, none, bright-eyed, winter, white, indeed, asleep, awake, shining, brightly, felt, melting, violet, blossoming, and leaves*. Drill upon the following words is provided by a word list which precedes the lesson: *these, felt, melting, would, sun, none, and indeed*. The other words just cited occur in earlier selections in the reader or are preceded by words upon the same bases: *blossoming* is preceded by *blossom, around* by *round*, etc. The context of nearly all these words is familiar to the pupils. The only new word which may not have been used is *indeed*. The teachers' criticism seems, therefore, to result from the lack of drill upon the words as they occur in the reader or the lack of interesting content which might carry pupils over otherwise difficult passages.

The content of this selection presents objects of nature in a personified form: flowers are growing in company with their friends and have their periods of rest and of blossoming. Such tales are supposed to be interesting to children. If a selection is unsatisfactory after meeting these requirements, the difficulty may result from the large amount of teaching necessary for its success. In this respect, this selection is well prepared for by three preceding selections upon similar matter which ensure familiarity. The flowers themselves would be interesting to children. The conversation of the flowers is not difficult to follow. *Lack of interesting action, hard words, and over-maturity of content* as alleged against this selection may be due to a lack of enthusiasm on the part of teachers; at any rate, the teachers do not report success.

An analysis of unsatisfactory selections with reference to the presentation of the optimal number of new words per page or per lesson has not been attempted in the present investigation. Such an analysis would involve a tabulation of the words presented in both basal and supplementary readers and is obviously impossible with the kind of data at hand. A more important reason for avoiding such an analysis is that

hard or new words present difficulties according to pupils' interest in the material read, and not merely in proportion to their number. Hard words frequently constitute only an incidental difficulty. Evidence of this fact may be seen by comparing the difficulty of the words contained in the superior selections analyzed in the following chapter with the words contained in the inferior selections analyzed in the present chapter.

A sufficient number of inferior selections have been discussed in detail to illustrate the meaning of the term "undesirable reading selections." These analyses lead to the following conclusions regarding the material which teachers and pupils designate as undesirable.

CONCLUSIONS

Only in exceptional cases can teachers interest their pupils in the selections judged undesirable.

Teachers agree with regard to the undesirability of these selections.

These selections require explanation and analysis by the teachers, and therefore necessitate slow reading in class, make silent reading difficult if not impossible, and lead to verbalism and formalism as a result of attempts to force conceptions of adults upon children insufficiently prepared for them.

In view of the great mass of valuable literature which pupils can understand and would probably enjoy, the use of undesirable material in elementary schools cannot be defended upon the basis of social demands or the lack of an adequate amount of desirable material.

CHAPTER VI

THE DETECTION OF SUPERIOR READING SELECTIONS

In the questionnaires and the direct investigation of pupils, many evidences of the outstanding qualities of superior reading selections appear. The purpose of this chapter is to formulate norms for use in detecting superior reading matter. To this end data from teachers and pupils are presented after which several representative superior selections are analyzed.

EVIDENCES OF DESIRABILITY SHOWN BY STATEMENTS OF TEACHERS AND PUPILS

The Most Desirable Selections for Each Grade. Attention was called in Chapter IV to the variations in the frequencies of qualities from grade to grade and to the qualities which seem to be the determinants of superiority. The interest of children in these qualities depends so largely upon the form of material read that one hesitates to say that pupils of any grade will be uninterested in selections possessing these qualities. For there are, as examples, animal stories and stories of animal play which are favorites in the lower grades, as *Patrasche* is in the intermediate and Muir's *Stickeen* in later grades. Likewise with *interesting repetition*, adults are attracted by repetition such as that found in some of Poe's poems and in certain famous orations. Furthermore, pupils of Grade I are interested in information applicable to their activities. The discussion of qualities, therefore, leads to the question of availability of types of reading matter of suitable difficulty. The qualities whose frequencies are high throughout the grades are *interesting action* and *character, adventure, humor, easy content, easy diction*, and *portrayal of the supernatural* and of *kindness, faithfulness, and loyalty*. The persistent frequencies of these qualities indicate that superior selec-

tions for any grade possess them. The large frequencies of *easy* or *familiar* emphasize the fact that over-maturity of reading matter is very common.

In Table XVII are catalogued selections judged superior by either teachers or pupils or both. These lists show typical selections to which a large number of reactions have been obtained. The arbitrary standard of superiority set up before making this table admits only the selections favored by 90 per cent or more of the teachers judging them and both favored and comprehended by 80 per cent or more of the pupils who reported upon them. This standard admits practically all selections which stood high in either of the questionnaires. Some selections have been placed in only the grades where the highest percentage of favorable judgments were obtained although high percentages were also obtained in other grades; that is, selections were placed in the grades in which there was evidence of their being from every point of view most superior.

A significant value of Table XVII appears when it is studied in connection with Table V of Chapter III. Such a comparison shows that wide use of many selections antedates by several grades the grade in which those selections are superior according to the standard here set up. For example, *Paul Revere's Ride* is superior in Grades VII and VIII, although it is used in Grade IV. Similarly, *The Barefoot Boy* is used in Grades III to VIII in spite of the fact that it does not rise to the standard of superiority until Grade VII. Other selections show similar misplacements and will be discussed in Chapter IX.

Comparative Opinions of Teachers and Pupils. Table XVIII indicates close agreement between teachers and pupils. The percentage of teachers favoring a selection usually exceeds that of the pupils because the pupils passed their judgments before class study while teachers passed theirs afterwards.

TABLE XVII
SUPERIOR SELECTIONS FOR ALL GRADES*

GRADE I

<i>The Gingerbread Boy</i>	<i>The Old Woman and Her Pig</i>
<i>The Three Bears</i>	<i>Lambikin</i>
<i>The Three Little Pigs</i>	<i>Sing a Song of Sixpence</i>
<i>Three Billy Goats Gruff</i>	<i>The Clouds</i>
<i>The Boy and the Goat</i>	<i>What Does Little Birdie Say</i>
<i>The Little Red Hen</i>	<i>The Swing</i>
<i>Cinderella</i>	<i>My Dream</i>
<i>Little Boy Blue</i>	<i>My Shadow</i>
<i>The Elves and the Shoemaker</i>	<i>The North Wind</i>
<i>The Lion and the Mouse</i>	<i>Our Flag</i>
<i>Henny Penny</i>	<i>The Star</i>
<i>How Patty Gave Thanks</i>	<i>The Squirrels</i>
<i>The Pancake</i>	<i>The Little Plant</i>
<i>The Crow and the Pitcher</i>	<i>Playing in the Snow</i>
<i>The Little Steam Engine</i>	<i>Snowbirds</i>
<i>The Hare and the Tortoise</i>	<i>Snowflakes</i>
<i>Tom and the Wind</i>	<i>Santa Claus</i>
<i>Johnny Cake</i>	<i>Who Is It? Santa Claus?</i>
<i>Tom, Tom the Piper's Son</i>	<i>The Night Before Christmas</i>
<i>The Bremen Band</i>	<i>The Caterpillar</i>
<i>Christmas Morning</i>	

GRADE II

<i>The Bremen Band</i>	<i>When the Little Boy Ran Away</i>
<i>The Three Bears</i>	<i>The Little Red Hen</i>
<i>The Three Little Pigs</i>	<i>Ruff's Adventure</i>
<i>Cinderella</i>	<i>Columbus</i>
<i>Three Billy Goats Gruff</i>	<i>Nathan and the Bear</i>
<i>Little Red Riding Hood</i>	<i>Who Became King</i>
<i>How Mrs. White Hen Helped</i>	<i>Mr. and Mrs. Leghorn to the</i>
<i>Rose</i>	<i>Rescue</i>
<i>Lambikin</i>	<i>The Doll's Thanksgiving Dinner</i>
<i>Epaminondas and His Auntie</i>	<i>The Ant and the Grasshopper</i>
<i>The Robbers</i>	<i>Belling the Cat</i>
<i>The Crow and the Pitcher</i>	<i>The Golden Touch</i>
<i>Androclus and the Lion</i>	<i>My Shadow</i>
<i>The Magpie's Lesson</i>	<i>The Swing</i>
<i>The Hare and the Tortoise</i>	<i>Our Flag</i>
<i>Town Mouse and Field Mouse</i>	<i>I Saw a Ship a-Sailing</i>
<i>The Old Woman and Her</i>	<i>Who Has Seen the Wind?</i>
<i>Sixpence</i>	<i>Sleeping Beauty</i>
<i>Jackal and Alligator</i>	<i>Henny Penny</i>
<i>Hans in Luck</i>	<i>Billy Binks</i>

GRADE III

<i>The Tar Baby</i>	<i>The Fairy Wand</i>
<i>Robinson Crusoe</i>	<i>Washington's Boyhood</i>
<i>The Leak in the Dike</i>	<i>David the Stinger</i>
<i>Hans the Shepherd Boy</i>	<i>St. George and the Dragon</i>
<i>The Wishing Gate</i>	<i>Brownies and the Cook</i>
<i>Dick Whittington and His Cat</i>	<i>Irene the Idle</i>
<i>Aladdin and the Wonderful Lamp</i>	<i>Hans Who Made the Princess Laugh</i>
<i>The Elves and the Shoemaker</i>	<i>The Three Wishes</i>
<i>The Golden Cups</i>	<i>Pandora's Box</i>
<i>The Bell of Atri</i>	<i>Wynken, Blynken, and Nod</i>
<i>William Tell</i>	<i>The Boy, the Bees, and the British</i>
<i>The Golden Touch</i>	<i>Black Beauty</i>
<i>Sleeping Beauty</i>	<i>The Skylark's Spurs</i>
<i>Knights of the Silver Shield</i>	<i>The Brownies</i>
<i>Knights of the Silver Arrows</i>	

GRADE IV

<i>Knights of the Silver Shield</i>	<i>Tom, Dick, and Harry</i>
<i>Knights of the Silver Arrow</i>	<i>The Wishing Gate</i>
<i>How Cedric Became a Knight</i>	<i>Patrasche</i>
<i>Florinda</i>	<i>The Brave Boy's Adventure</i>
<i>Black Beauty</i>	<i>A Boy Hero</i>
<i>Dick Whittington and His Cat</i>	<i>The Magic Prison</i>
<i>The Little Post-boy</i>	<i>Snow White and Rose Red</i>
<i>Maggie Visits the Gypsies</i>	<i>The First Thanksgiving</i>
<i>Beowulf, the Brave Prince</i>	<i>A True Story About Leo</i>
<i>William Tell</i>	<i>The Twelve Months</i>
<i>The Little Acadian</i>	<i>Alexander and Bucephalus</i>
<i>Robert of Lincoln</i>	<i>Inchcape Rock</i>
<i>Roland the Noble Knight</i>	<i>The History of Tip-Top</i>
<i>Out to Old Aunt Mary's</i>	<i>Aladdin and the Wonderful Lamp</i>
<i>Tillie's Christmas</i>	

GRADE V

<i>Robin Hood</i>	<i>Ulysses at the Cyclops</i>
<i>The Nurnberg Stove</i>	<i>William Tell</i>
<i>The King of the Golden River</i>	<i>Beautiful Joe</i>
<i>Aladdin and the Wonderful Lamp</i>	<i>A Brave Boy</i>
<i>Hiawatha</i>	<i>The Simple Old Man</i>
<i>Maggie Visits the Gypsies</i>	<i>The Village Blacksmith</i>
<i>Arabian Nights (Selections)</i>	<i>Gulliver's Travels</i>
<i>The Leak in the Dike</i>	<i>Tom the Chimney Sweep</i>
<i>How Cedric Became a Knight</i>	<i>The Archery Contest</i>
<i>Robinson Crusoe</i>	<i>The Sportsman</i>
	<i>Cosette</i>

GRADE VI

<i>The King of the Golden River</i>	<i>Robin Hood</i>
<i>Kentucky Belle</i>	<i>The Simple Old Man</i>
<i>Hiawatha</i>	<i>Birds of Killingworth</i>
<i>The Legend of Bregenz</i>	<i>The Arrow and the Song</i>
<i>The Bishop and the Convict</i>	<i>The Sandpiper</i>
<i>Sir Kenneth and the Flag</i>	<i>William Tell</i>
<i>Gulliver's Travels</i>	<i>The Pied Piper of Hamelin</i>
<i>Midget, the Return Horse</i>	<i>Horatius at the Bridge</i>
<i>Tom and Maggie</i>	<i>Christmas at the Cratchits'</i>

GRADE VII

<i>Rip Van Winkle</i>	<i>The Legend of the Moor's Legacy</i>
<i>The Courtship of Miles Standish</i>	<i>Horatius at the Bridge</i>
<i>Evangeline</i>	<i>Christmas at the Cratchits'</i>
<i>Snowbound</i>	<i>To a Waterfowl</i>
<i>The Day Is Done</i>	<i>The Sandpiper</i>
<i>King Robert of Sicily</i>	<i>The Death of Baldur</i>
<i>The Man Without a Country</i>	<i>Marmion and Douglas</i>
<i>King Arthur Stories</i>	<i>Mr. Pickwick's Slide</i>
<i>The Barefoot Boy</i>	<i>Birds of Killingworth</i>
<i>Paul Revere's Ride</i>	<i>Before Coins Were Made</i>
<i>The Pied Piper of Hamelin</i>	<i>The Minting of Coins</i>
<i>How They Brought the Good News</i>	<i>Paper Money</i>
<i>William Tell</i>	<i>Money in the Home and the Community</i>

GRADE VIII

<i>Evangeline</i>	<i>Marmion and Douglas</i>
<i>Snowbound</i>	<i>Oh Captain, My Captain</i>
<i>Paul Revere's Ride</i>	<i>How I Killed a Bear</i>
<i>The Barefoot Boy</i>	<i>A-hunting of the Deer</i>
<i>The Man Without a Country</i>	<i>The Gettysburg Address</i>
<i>Rip Van Winkle</i>	<i>The Prairie Fire</i>
<i>The Legend of Sleepy Hollow</i>	<i>Herve Riel</i>
<i>The One-hoss Shay</i>	<i>The Building of the Ship</i>
<i>Christmas at the Cratchits'</i>	<i>The Great Stone Face</i>
<i>The Courtship of Miles Standish</i>	<i>Julius Caesar</i>
<i>Birds of Killingworth</i>	<i>The Skeleton in Armor</i>
<i>The Heritage</i>	<i>The Cricket on the Hearth</i>
<i>Raleigh's Coat</i>	<i>Randolph and Douglas</i>
<i>Mr. Pickwick's Slide</i>	<i>Before Coins Were Made</i>
<i>The Splendor Falls</i>	<i>The Minting of Coins</i>
<i>The Sandpiper</i>	<i>Paper Money</i>
<i>The Daffodil</i>	<i>Money in the Home and the Community</i>
<i>The Revenge</i>	

*Selections mentioned favorably by less than ninety per cent of the teachers judging them are excluded from this table. These selections were judged by representative numbers of teachers in one or both of the questionnaires. Some of the selections in the lists for Grades III to VIII were also judged by pupils.

TABLE XVIII
COMPARATIVE OPINIONS OF TEACHERS AND PUPILS REGARDING SELECTIONS WHICH ARE JUDGED AS SUPERIOR*

Selections	Grades																								
	III		IV		V		VI		VII		VIII														
	Q I	Pu	Q I	Q II	Pu	Q I	Q II	Pu	Q I	Q II	Pu	Q I	Q II	Pu	Q I	Q II	Pu								
<i>The Leak in the Dike</i>	---	100	97	100	99	96	100	99	99	99	99	94	97	---	---	---	---	---	---	---	---	---	---	---	---
<i>The Village Blacksmith</i>	---	---	---	100	94	91	100	97	97	97	91	96	87	---	---	---	---	---	---	---	---	---	---	---	---
<i>The Barefoot Boy</i>	---	---	---	---	99	91	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<i>Dick Whittington</i>	100	97	89	93	99	91	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
<i>Cosette</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<i>Aladdin</i>	100	95	86	93	97	87	90	98	93	93	97	97	92	---	---	---	---	---	---	---	---	---	---	---	---
<i>Paul Revere's Ride</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<i>The One-hoss Shay</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<i>Gettysburg Address</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<i>Christmas at Cratchits</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

*The table shows the percentages of teachers responding favorably in Questionnaires I and II and the percentages of pupils who reacted favorably to the selections.

In all cases shown in Table XVIII the percentages of pupils and teachers responding favorably are high enough to indicate successful use of the selections. Three lines of evidence point, therefore, to the superiority of these selections: (1) those who administer the elementary reading course chose them as the representative of the best material in their readers; (2) high percentages of the same kind of judges also reported favorably upon them when asked specifically about them; and (3) pupils' reactions are favorable even before class study. So far then as interest is concerned, these materials are quite satisfactory to pupils as well as to teachers.

Many of the selections of Table XVII appear in the lists of more than one grade. This means that they would nearly "teach themselves" in the grades in which they are listed. In case of many of these selections a different version may be found in each of the series of readers containing them, but interest in them indicates that they contain plots, forms of action, or other content which may be successfully used in any of the grades indicated if written in a style adapted to the child's control of the mechanics of reading as attained in the respective grades. This type of selection is exemplified in *The Bremen Band*, *Aladdin*, *Tales of Robin Hood*, and *Robinson Crusoe*. Occasionally, a version of one of these tales is unfortunate. The clearest case of this kind is that of *The Clever Jackal* which, in one version, is one of the poorest selections for Grade I and, in a different version, one of the best for Grade II. In all cases the references to this tale are to the versions in two series of readers. This is the only case revealed in this investigation in which an unfortunate version is shown to be responsible for the unpopularity of a selection.

TYPES OF SUPERIOR SELECTIONS

Prose and Poetry Not Differentiated. In discussing the content of selections there are no sufficient reasons for classifying prose and poetry into two types of reading matter. Pupils' interest in poetry is shown by their reactions to the poems submitted to them. The first poem reported on by them

was *Excelsior*. Only a low percentage liked this poem while the majority stated that they did "not like poetry anyhow." In nearly every case, however, the pupils who said that they dislike it stated why they do like *The Village Blacksmith*, *The Barefoot Boy*, and *The One-hoss Shay*. The results here obtained confirm the opinions of many teachers who have found that the difficulty is nearly always with certain poems and not with poetry in general. This statement holds for both boys and girls so far as the results indicate.

Distinctive Types of Superiority. In Table XIX appear the types of selections which stand out clearly in Table XVII. Although the types are fairly distinct, several different characteristics are often exemplified by the same selection. The manifold appeal of these selections has much to do with their popularity. Also, the interests of pupils in some of them indicate that they might be offered in any of several different grades if properly written for these grades.

Superior Reading Selections and the Objectives of the Course in Reading. In our introductory chapter, several objectives of the course in reading were set up. These objectives may be used as bases for judging the selections now under discussion. Among these objectives is the *ability to enjoy literature*. As means for attaining this objective, selections embodying qualities found to interest pupils were advocated. A second group of objectives as set up includes *ability in imagination*, *ability in expression*, and the *possession of an adequate vocabulary*. These objectives are also attained, teachers assert, by the use of interesting selections. In Grades I and II, for example, *The Three Bears* is useful in the cultivation of imagination and expression and in building up a vocabulary; the same is true in Grade VI of *The King of the Golden River*, and in Grade VIII of *Evangeline*. A third group of objectives includes *literary taste*. This objective results from effective use of well-written subject matter. Statistical evidence shows that teachers regard the selections catalogued in Table XVII as examples of good literature. Furthermore, our introductory chapter contended that the attainment of the desirable objectives necessitates the use of material

TABLE XIX

TYPES OF READING SELECTIONS FOR THE RESPECTIVE GRADES AND
EXAMPLES OF EACH TYPE

TYPES OF SELECTIONS FOR GRADES I-II

Animal stories: *The Three Little Pigs; Three Billy Goats Gruff.*
 Cumulative tales: *The Little Red Hen; The Old Woman and Her Pig.*
 Nursery Rhymes: *Tom, Tom the Piper's Son; The Swing.*
 Fairy tales: *Cinderella; The Elves and the Shoemaker.*
 Child life: *My Shadow; Little Boy Blue.*
 Humorous tales: *The Gingerbread Boy; The Bremen Band.*
 Adventure: *The Three Bears; Little Red Riding Hood.*
 Interesting information: *The Little Steam Engine; The Flag.*
 Nature: *What Does Little Birdie Say; The Magpie's Lesson.*
 Dramatization: *The Three Bears; The Bremen Band.*

TYPES OF SELECTIONS FOR GRADES III-VI

Fairy tales: *Pandora's Box; Aladdin and His Wonderful Lamp.*
 Child life: *Dick Whittington and His Cat; Cosette.*
 Adventure and heroic: *The Leak in the Dike; Robinson Crusoe.*
 Knighthood: *The Knights of the Silver Shield; How Cedric Became
 a Knight.*
 Animal stories: *Black Beauty; Patrasche.*
 Humor: *The Wishing Gate; The Tar Baby.*
 Interesting information: *Washington's Boyhood.*
 Nature: *Daffy-down-dilly; Hiawatha.*
 Dramatization: *The Pied Piper of Hamelin; Hiawatha.*
 Poetry: *The Village Blacksmith; The Pied Piper of Hamelin.*

TYPES OF SELECTIONS FOR GRADES VII-VIII

Adventure: *Horatius at the Bridge; Fitz-James and Roderick Dhu.*
 Description: *The Day Is Done; Snowbound.*
 Romance: *Evangeline; The Courtship of Miles Standish.*
 Knighthood: *King Arthur Stories.*
 Humor: *Mr. Pickwick's Slide; The One-hoss Shay.*
 Supernatural: *Rip Van Winkle; The Legend of Sleepy Hollow.*
 Biography and History¹: *Paul Revere's Ride; The Courtship of Miles
 Standish.*
 Interesting information: *Before Coins Were Made; Paper Money.*
 Nature: *Birds of Killingworth; The Sandpiper.*
 Dramatization: *William Tell; The Merchant of Venice.*
 Child life: *The Barefoot Boy.*
 Poetry: *Evangeline; To a Waterfowl.*

¹ Travel may be mentioned in this connection; there were, however, no references to selections telling of travel.

whose content is within the mental grasp of the pupils who read it. These selections are, teachers assert, within the grasp of pupils. The selections discussed in this chapter are found, therefore, to be superior when judged with reference to the desirable objectives of the course in reading and the means for attaining these objectives.

Superior reading material may, therefore, be described as follows: it possesses one or more—usually more—of the qualities which make selections intrinsically interesting to pupils; it is found by those who administer the course in reading to be available for attaining one or more of the desirable objectives of the course in reading; it possesses literary merit; and it is within the mental grasp of the pupils who are to read it.

ANALYSES OF SUPERIOR READING SELECTIONS

The following analyses set forth the important qualities exemplified in a few superior selections. Owing to the general familiarity with many of these selections, there is no need for such detailed treatment as was given in the preceding chapter to undesirable selections.

The Tar Baby. *The Tar Baby* is an outstanding superior selection for Grade III. This selection has for its setting a woodland scene in hot weather. Two animals, a rabbit and a fox, are interested in avoiding the extreme heat. "Brother" Fox proposes that they build a cool little house. The rabbit does not favor this proposal but says that a few green leaves are quite sufficient for him. The fox proceeds, however, to build a house. After the house is completed, the rabbit, in the absence of the fox, occupies it. The fox plans to entrap the rabbit by means of a wooden doll covered with tar. The rabbit comes along and, after an attempted argument with the exasperating doll, finds that he is unable to free himself from the sticky object which he has tried to force into a conversation. The fox then comes out and places fire-wood near the rabbit, at the same time audibly planning for a feast. The fire is kindled, the tar becomes heated, the rabbit extricates himself and runs away.

This story avoids a fault of many morality stories by portraying the administering of only a vigorous warning to the slothful rabbit. It holds the reader in suspense while the rabbit is trying to extricate himself from the toils of the silent, sticky wooden doll. The humor and resourcefulness of both the fox and rabbit are shown in their plans to entrap and to attain freedom, respectively. The pleasing effect of the story is enhanced by a satisfactory ending in which the fox's extreme plans for punishment are foiled by his own efforts while the rabbit is given a warning which he will remember. The story also offers an excellent opportunity for dramatization.

Teachers' comments show that they value especially the action, which is both dramatic and otherwise interesting, the animal play, the humor, and the ease with which the selection can be understood. Other incidental values are its good ending and vocabulary. The resourcefulness of the rabbit was mentioned by nine teachers of Questionnaire II.

The Three Bears. The selection entitled *The Three Bears* is too well known to require extended analysis. Its stated values are the animal element and personification, interesting action, adventure, interesting characters, ease, and availability for dramatization. Many teachers who responded to the questionnaires referred to the "variety" contained in the story. This variety of appeal results from such qualities as the following in addition to those already mentioned: *interesting repetition*, the bear's home, opportunity for dramatic reading and telling, the child's escapades. This selection has also a good ending, humor, and provides an opportunity for the play of imagination. Such a variety of appeals is one of the notable characteristics of superior selections.

The Gingerbread Boy. Another favorite of the primary grades is *The Gingerbread Boy*. This English folk tale relates the story of making and baking a gingerbread boy, his subsequent adventures as he fled from the old man and woman, and his last words when the fox craftily captured him. The important qualities of the story are fairly obvious if one reads only this fragmentary outline. Interesting action

and adventure are exemplified from the time the old woman begins to plan the gingerbread boy until his ultimate capture by the fox. The interesting characters are the old man and the woman who live in the little old house down under a hill, the cow, the horse, the fox, and the boy himself, all of whom engage in interesting conversation. The rollicking versions which appear in several different readers emphasize the humor of the situation and prepare judiciously for the "sad ending" of the story. Dramatization of the story is easy and involves interesting action as well as interesting conversation. The incidental teaching values of the selection are its availability for cultivating imagination and expression and for enlarging the vocabulary.

The Knights of the Silver Shield; How Little Cedric Became a Knight. *The Knights of the Silver Shield* is one of the most popular selections for Grades III to V. This tale and *How Little Cedric Became a Knight* call forth much praise of knighthood—its interesting characters, adventure, and portrayal in an unobtrusive way of wholesome virtues. Several teachers asked in their responses why they cannot have more tales of knighthood. Although these tales are desirable for Grade III, they seem to be more suitable for Grades IV and V. In these grades the stories can be freely elaborated, while in Grade III there is a danger, if the story is well rendered, of using over-difficult constructions.

Without further examples, the criteria here set up may be used in locating the good qualities, as the criteria set up in the preceding chapter may aid in locating undesirable qualities in inferior selections. In this sense, these criteria form one of the important bases for a formulation of standards for evaluating reading matter.

CONCLUSIONS

Teachers' statements show close agreement upon the superiority of many reading selections. So far as pupils judged the same selections, they regarded them as superior even before they studied them in class.

Superior reading selections usually possess several appeals. Many also appeal to pupils of several grades. Many selections are always superior even though rendered in different versions.

Many selections designated as superior in certain grades are frequently studied too early in the reading course and are then judged undesirable.

Poems as well as prose selections are among the passages which both pupils and teachers designate as superior.

Selections having one or more strong appeals may be classified as typical of the grades in which these appeals are important. The fact that many appeals are important in several successive grades accounts for the persistent superiority of certain selections in these grades.

Moral qualities are not obtrusive in superior reading matter although incidental qualities of great moral value often appear in superior selections. Similarly, other desirable objectives of the reading course are to be attained by the use of superior selections although the superiority would result from their appeals to the interests of the reader apart from the more remote values.

The literary merits of superior selections are very frequently mentioned by teachers.

The reactions of teachers and pupils as well as our analyses of superior selections show that such selections are intrinsically interesting, that they are available for attaining desirable objectives of the reading course, and that they possess literary merit.

CHAPTER VII

INFORMATIONAL MATERIAL FOR THE COURSE IN READING

Ample evidence of the pronounced interest of teachers and pupils in informational material¹ has been found². This interest is in striking contrast with the lack of interest of teachers in the informational passages found in some widely used readers. The purposes of this chapter are as follows: (1) to show the appreciation with which pupils read well-graded informational material; (2) to show that teachers agree with pupils regarding the values of and interest in this material; (3) to show the striking contrast between teachers' reactions to this material and their reactions to such informational material as appears in their basal readers; and (4) to suggest guiding principles affecting the choice of informational passages to be used in the reading course.

PUPILS' APPRECIATION OF THE INFORMATIONAL MATERIAL READ

In Table XX is shown the character of the responses of seventh and eighth-grade pupils to the selections in the Community Life Series. As there was no observable difference between the reactions of the pupils of the two grades, their responses are not separated in the tables. The fact that pupils of both grades are almost unanimous in favoring these selections, together with the fact that there are few differences between their reactions to each of the four selections, indicates that this kind of material is suitable for these grades so far as pupils' interests are concerned. The wide range of population groups represented in the classes investigated adds further support to this conclusion.

¹See note, p. 21, chap. II.

²See Chapter II, pp. 22 f. for the method of procedure followed in obtaining data upon this material.

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TABLE XX

THE CHARACTER OF THE RESPONSES OF PUPILS TO INFORMATIONAL LITERATURE WRITTEN ESPECIALLY FOR THEIR USE

Selections	No. of pupils favor- judging able	Pct.	Qualities mentioned and the frequency of each quality			
<i>Before Coins Were Made</i>	82	100	Various media of exchange...37			
			History24			
			Evolution of modern money..23			
			Indian trade20			
			Barter20			
			Need for use of metal as me- dium15			
			Trading in Virginia11			
			Ants taking gold out of ground 6			
			Well told 6			
			Early use of iron for money. 4			
			Chinese making hoes..... 1			
			Use of scalps by Indians..... 1			
			<i>The Minting of Coins</i>	82	96	How money is made.....48
						Stamping the coins.....38
						Weighing the coins.....23
Making over coins20						
Getting designs.....19						
History18						
Ancient methods of computa- tions17						
Well told 2						
Uninteresting 2						
Too mature 1						
<i>Paper Money</i>	82	99	The engraving process36			
			How paper money is made...33			
			The kind of paper used.....21			
			How counterfeiting is avoided.21			
			How paper money is made over20			
			Economy in having paper money15			
			Getting rid of old bills.....13			
			History13			
			Redeeming old bills 6			
			United States the first to use paper money 3			
			Guarding the vaults 1			
			Counting the money 1			
			Too mature 1			

Selections	No. of Pupils favor- judging able	Qualities mentioned and the frequency of each quality
<i>Money in the Community and the Home</i>	82 94	Use at home of money from taxes26 National and local expenses..24 The process of taxation.....20 Interesting information about taxes19 The family budget18 Assessments18 War time use of money..... 7 Well told 2 Uninteresting 2 Tired hearing of taxes..... 2 Not so well told as the others. 1

Additional evidence of the pupils' interest is found by comparing their comments on these passages with their comments upon some of the standard selections submitted to them. The fullness as well as the vigor of the comments upon the informational passages is shown in the following quotations:

C. F.—What Constitutes a State. "Dislike. Because it is not a poem for a boy. Uninteresting."

About Ben Adhem. "Dislike. Because it is not exciting, or sad, or glad, and has too much talking, not many rhyming sentences."

Gettysburg Address. "Like. Because it's by A. Lincoln, it's patriotic."

Before Coins Were Made. "Like. Because it tells what people did in ancient times concerning money. How the iron hoes were used in China. About the ants and the gold they took out of the ground. What traders used and what the Indians used for money. How the people in Virginia used tobacco for money."

B. D.—What Constitutes a State. "Like. Because it is so well expressed and you can learn something from the selection."

Paul Revere's Ride. "Like. Because of the patriotism shown and the continuous rhythm throughout the selection."

Marco Bozzaris. "Like. Because it is so vividly pictured and very natural."

Paper Money. "Like. Because I have found the value of paper money and the way and means of making it and practically remaking it."

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C. D.—*Marco Bozzaris*. "Like. I like this because it is a war story and is exciting."

Christmas at the Cratchits. "Like. I like this because it seems so much like a true story."

After writing more than a page on the Community Life Leaflet, C. D. closed by saying she liked the leaflet "because it tells all about the making of money, the history of money, how they traded goods of different sorts instead of using money, designing of money, how government taxes and collects taxes, national, county, state, and public expenses. This (the history of money) is all very interesting."

Although the term *patriotism* is not mentioned at all in the pupils' responses, references to civic information are made by practically all of them. In striking contrast with these statements are the inane comments made by scores of pupils on such patriotic selections as *What Constitutes a State* and the *Gettysburg Address*. The civic value of the selection entitled *Money in the Community and the Home* is clearly brought out by over one hundred of the responses in Table XX. These tabulations are based upon such clear-cut statements as the following:

"Tells where the public money goes."

"Tells how money is collected through taxation."

"Shows how money should be spent and that so much should be allowed for each thing."

"It teaches the child how to save by making budgets."

"It tells the actual cost of things that I didn't know cost so much."

"My family is interested in government doings."

"It shows what carelessness and money wasting will do, therefore, we should save our money."

The same pupils wrote as follows about the *Gettysburg Address*:

"I like it because it was written by a good man and tells us a great many things in a few words."

"Like. Because it gives glory and brings out the point."

"Like. Because it was written by one of the greatest men the United States ever had."

"Patriotic—spoken by a great man."

"I like it because it is from the mouth of Abraham Lincoln."

"Like. Because about a great battle and because it is about Lincoln."

"Like. Because Lincoln spoke it, and because he spoke it with a lot of meaning."

The comments on the *Gettysburg Address* are given in full; those on *Money in the Community and the Home* only in part. This comparison is not for the purpose of showing that the *Gettysburg Address* is a poor selection. The purpose is merely to show that pupils are greatly interested in such informational passages as the Community Life Series, and to point out the fact that the older informational selections designed to deal with similar topics may require more careful teaching than those written by experts especially for school use. Indeed, many important selections in current use seem to be very hazardous teaching material.

TEACHERS' EVALUATIONS OF THE NEW INFORMATIONAL PASSAGES

Table XXI shows the grades in which the selections from the Community Life Series were tried by teachers and the degree of success reported by them. In order to show the shifting of the degrees of success from grade to grade, the responses of teachers from all grades in which these selections were used are given. This shifting is shown by the higher percentages of teachers giving favorable ratings to the material in successive grades. On the one hand, the per cent of teachers who graded the selections as "Poor" (C) decreases from 13 per cent in Grade IV to 3 per cent in Grade VII (in Grades VIII and IX, no teachers rated the selections as low as C). On the other hand, the per cent of teachers who rated the selections as "Highly satisfactory and understood by the pupils" (A) increases from 29 per cent in Grade IV to 94 per cent in Grade IX.

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TABLE XXI

THE PERCENTAGES OF TEACHERS OF GRADES IV TO IX WHO PLACED EACH OF THE DIFFERENT ESTIMATES ON THE COMMUNITY LIFE SERIES*

Grades		IV	V	VI	VII	VIII	IX
Degree of success	Number of teachers:	31	50	59	34	34	16
A-----		29	68	71	62	65	94
B-----		58	30	24	35	35	6
C-----		13	2	5	3		
D-----							

Total number of teachers judging, 59.

*The success is rated from A, excellent to D, complete failure.

Owing to the small number of responses from Grade IX, the ratings for Grades V to VIII possess greater significance than those for Grade IX. In the later grades, about two-thirds of the teachers regard these passages as excellent. The conditions under which they were read may have had something to do with the lack of outstanding success in some schools. Evidence of insufficient time for reading them was found in the statements of some of the teachers who reported to the questionnaire; a considerable number of teachers began with the earlier numbers of the series and did not reach the selections under discussion³. A rating of either "A" or "B" indicates that a selection is successful. Hence, the responses show that nearly 100 per cent of the teachers found the selections good if not superior. So high a rating by teachers was obtained by only a few of the selections in the readers most frequently used in these grades. The data indicate that these informational selections can be successfully used in Grades V to IX; children in the later grades do not find the selections too easy in either content or style. The use of this material is far less hazardous for the teacher than the use of standard informational selections. The amount of time given to such material would not

³The selections here discussed are numbers 21 to 24 of the entire Community Life Series. Only the reports of teachers who used these four selections appear in any of the tables of this study.

deprive the pupil of acquaintance with as much standard literature as he now reads, if the course in reading were so adapted to the child's maturity that detailed explanations of content could be omitted.

TABLE XXII

GRADES FOR WHICH TEACHERS RECOMMEND THE USE OF INFORMATIONAL SELECTIONS CONTAINED IN THE COMMUNITY LIFE SERIES

Selections	Number of teachers	Number of teachers for each grade					
		IV	V	VI	VII	VIII	IX
<i>Before Coins Were Made</i>	49	3	10	16	10	8	2
<i>The Minting of Coins</i>	52	3	11	14	14	8	2
<i>Paper Money</i>	50	4	8	15	12	7	4
<i>Money in the Community and the Home</i>	50	4	7	14	12	10	3
Total recommendations for each grade-----		14	36	59	48	33	11

In addition to the statistical data given in Table XXII, the following comments of teachers of Grades VII and VIII support the conclusion that such informational material is valuable:

"Information excellent for teachers as well as for pupils."

"Content good, but diction too difficult for the material to be satisfactorily handled by pupils of sixth and seventh grades."

"Material good but too difficult for seventh grade."

"Interesting and practical."

"Material not found elsewhere is here well written."

"Good supplement to American History."

The tone of these comments as well as those of teachers in lower grades indicates that these selections are better adapted for use in the later grades than in the lower.

THE CONTRAST BETWEEN TEACHERS' REACTIONS TO THE NEW
INFORMATIONAL LITERATURE AND THEIR REACTIONS TO
THE OLDER INFORMATIONAL LITERATURE

In marked contrast with the success of the informational passages already discussed is the utter lack of success of the informational selections found in some of the readers in current use. Table XXIII shows the reactions of teachers of Grades VII and VIII to this older material. The most striking feature of this table is that nearly all of these selections were rated as failures by all of the teachers who mentioned them. Indeed, of all selections mentioned as undesirable, these selections are in greatest disfavor. They are said to be over-mature in content, words, or style. There is a very high correlation between the judgments of pupils and of teachers so far as pupils read the older selections.

The selection entitled *Before Coins Were Made* avoids any reference to the child's presumed interests. The child is not told that he "will be interested in learning" about something. There is no apology for the selection. The account is allowed to stand on its own merits. These merits are exemplified in the first paragraph, the characteristics of which are such that it would receive a high rating even if judged by standards designed for evaluating standard poems, tales of adventure, or romances. This first paragraph with its interesting action, suggestions of adventure and heroism, interesting characters, problems, and information is as follows:

When the agents of the Hudson's Bay Co. began to trade with the Indians they found it useless to talk about the prices of the things to be bought and sold in English money. The Indians did not want silver or gold. They wanted guns and knives and food and clothing. In return they brought furs to the trading stations. Among the Indians everything was spoken of as worth a certain number of beaver skins. Traders found that they could deal with the Indians much more easily by saying guns and other things cost so many skins. For example, a gun cost 20 skins.

Throughout this informational account are many picturesque details which appeal to the reader's interests and serve to hold

his attention so that other facts may be presented effectively. For example, early kinds of money such as wampum, dried codfish, and the red scalps of woodpeckers aid in describing

TABLE XXIII

THE REACTIONS OF TEACHERS TO CERTAIN TYPES OF INFORMATIONAL LITERATURE*

Selections	No. of times mentioned	Pct. of unfavorable responses	Qualities mentioned and the frequencies of each quality
GRADE VII			
<i>The Mystery of Life</i>	26	81	Too mature21 Interesting problems 4
<i>Early Conquests</i>	19	100	Too mature 8 Hard constructions 8 Too abstract..... 3
<i>Wealth</i>	16	100	Too mature16
<i>What a Good History Should Contain</i>	15	100	Too mature 9 Hard words 4 Uninteresting 1
<i>The Character of Columbus</i>	15	100	Too mature12 Uninteresting 3
<i>The Character of Washington</i>	14	100	Too mature13 Unfamiliar subject matter... 1 Not well told 1
<i>Genius and Industry</i>	12	100	Too mature11 Uninteresting 1
<i>The Moral Rights of Animals</i>	12	100	Too mature 8 Hard constructions 6
<i>The Desert</i>	11	73	Too mature 6 Geographical information 2
<i>The Settlers of New England</i>	9	77	Too mature 2 Hard constructions 1 Uninteresting 1 History and biography 1

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GRADE VIII			
<i>Munera Pulveris</i>	19	95	Too mature 16 Uninteresting12 Interesting information 1 Abstract 3
<i>The Renunciation</i>	15	100	Too mature15 Uninteresting 1
<i>Wisdom and Prudence</i>	11	100	Too mature..... 9 Uninteresting 4
<i>Immutable Justice</i>	9	100	Too mature 4 Uninteresting 2 Hard Words 4

*Based upon responses to Questionnaire I.

early media of exchange. In another place, the beginnings of metal money are described. The story which Herodotus tells of the huge ants bringing up gold when they burrow and the story of the use of iron hoes as a medium of exchange in China aid in enlivening this part of the account.

Although the other informational selections used have somewhat less of the picturesque, they describe matters which pupils find very interesting. The pupils referred to nearly all of the processes described in their comments on *The Minting of Coins* and *Paper Money*. Table XX shows that pupils are interested in this form of action, problems, and general information. In their comments on *Money in the Community and the Home*, a large amount of interesting and familiar subject matter is shown to introduce pupils to facts which otherwise might be very dry. Pupils frequently mentioned the information about expenditures of public money which they "did not know about before." Also, in the comments on this passage, the interest in discussions of the "family budget" is attested by the forceful statements of the eighteen pupils who mentioned it. Parents of many of the pupils had been trying to devise a budget system. The enumeration of these facts by the pupils indicates that the selections are valuable not only as social science but also as interesting and stimulative problematic literature.

CONCLUSIONS: GUIDING PRINCIPLES AFFECTING THE CHOICE
OF INFORMATIONAL LITERATURE

The forceful statements of pupils indicate their understanding of the informational material presented to them in this investigation. These statements are in contrast with their statements about much of the traditional literature upon which they reported.

The lack of interest in other informational literature may be due to the form in which it is written and not to a lack of interest in the informational content itself. At any rate, pupils almost unanimously favor the newer informational selections, although they usually refer only to interesting information.

If the traditional form of informational literature is used, teachers must recognize the difficulty of teaching it and plan to do more "teaching" than is needed if the newer informational selections be used.

Informational material, if used, should be written for pupils' use by experts and not culled from masterpieces written for the use of adults.

The interest of pupils in the informational passages submitted to them is keen even before class discussion or study of them. This fact indicates that these passages might, with careful teaching, be presented in lower grades than those in which we have presented them.

Interesting informational literature may be written so that it will possess the same important desirable qualities as classical non-informational literature.

Social needs of pupils and the amount of teaching possible are the best guides for determining the grades in which this material shall be used. It is highly satisfactory in all of the grades here reporting upon it.

Of all the inferior selections mentioned by teachers, the traditional passages are given the lowest ratings; of all the superior selections reported on by either teachers or pupils, the newer informational passages are as popular as any.

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Pupils of different population groups show equally strong interests in these passages.

Extensive additions of informational literature should be made to the elementary school reading course. This increase might be an addition to the amount of matter now read in many schools if less time were devoted to oral reading and the analysis of over-mature reading selections.

CHAPTER VIII

THE RELATION OF READING SELECTIONS TO THE STANDARD OF GRADING IN VARIOUS SCHOOLS

Before the placement of reading selections can be adequately discussed, the relation of reading material to the academic standards of different schools needs to be studied. The comments of teachers upon this matter will first be studied, but pupils' responses constitute the chief source of information and form the basis for most of the conclusions at the end of this chapter.

DIFFERENCES BETWEEN THE GRADING OF VARIOUS SCHOOLS AS SHOWN BY TEACHERS' RESPONSES

Differences Are General Rather Than Specific. A limited number of isolated cases indicate distinctly local differences among pupils' reading interests. For example, a teacher in an industrial community cited her foreign-born city pupils' inability to enjoy the poem entitled *The Fringed Gentian*. Similar statements are made about *The Barefoot Boy*. Inability to present these selections satisfactorily results from the limited experience of many city pupils. In contrast with these difficulties arising from local limitations, we find a few cases in which advantages result from local conditions. For example, *Paul Revere* and *The Great Stone Face* appeal particularly to children acquainted with the settings of these selections.

The cases just cited show that local handicaps or advantages may at times lead either to a lack or a presence of interest. But such specific cases are rare while general cases of another sort are frequent. Indeed, a careful search for indications of local differences shows that variations in interests and comprehension are due to a general lack of familiarity with the material in certain passages having localized appeals. The case may be illustrated by the comments on *Glimpses of the Great Com-*

moner and *The Mad Tea Party*. These passages are assumed to have no local advantages in most cities, yet they elicit the same kinds of comments as cited above. These comments state merely that the selections contain unfamiliar subject matter or that the content is outside the experience of pupils. The fact that such comments relate to general difficulties with various types of selections leads one to suspect that the problem results from the character of the teaching and grading of pupils in certain schools and not from the local appeal of certain reading selections.

So far, then, as local differences are indicated by teachers' comments, there are no grounds for excluding material solely because it lacks a local appeal. On the contrary, the determining matters are the general maturity of the pupils in a given school and the amount and kind of teaching possible or feasible.

DIFFERENCES OF GRADING SHOWN BY PUPILS' RESPONSES

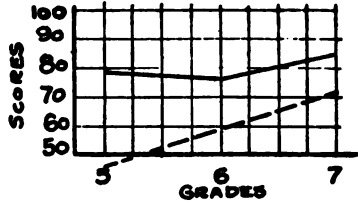
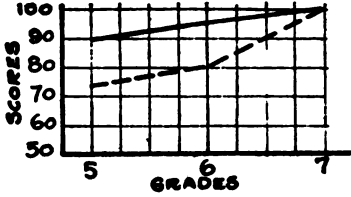
Among the comments of pupils upon the selections presented to them, isolated instances show a particularized appeal resulting from local differences. For example, some of the children of one school refer with apparent delight to their own experiences as backgrounds for two of the selections: *The Barefoot Boy* and *The Wreck of the Hesperus*. Inasmuch as these few comments constitute all of the pupils' references to matters of local interest, we turn to the results of the comprehension tests.

The comprehension questions drew forth answers showing pronounced differences between pupils of different schools. In Diagram VI, the differences between the responses of Schools U and C are shown for selections read in three grades. Here appear the percentages of pupils who profess interest in the selections designated and the percentages of questions correctly answered. In comprehension the pupils of one school are at least two grades behind those of the other. Only in the case of *Douglas and Randolph* do the seventh-grade pupils of School C reach the comprehension scores attained by the fifth-grade pupils of School U. The diagram thus shows a marked

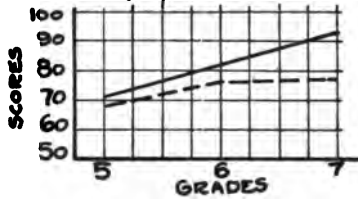
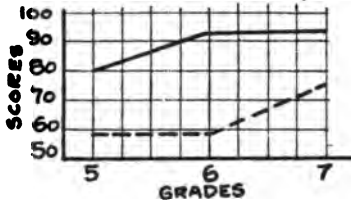
Interest

Comprehension

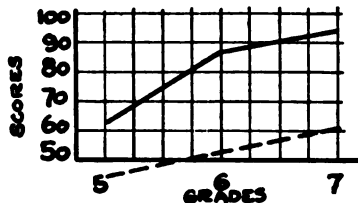
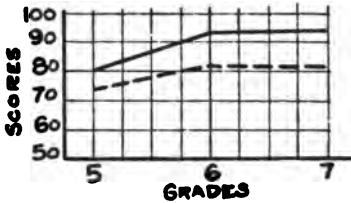
The Barefoot Boy



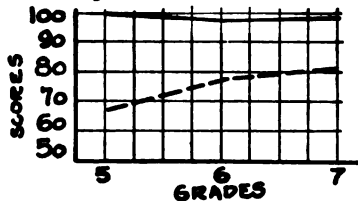
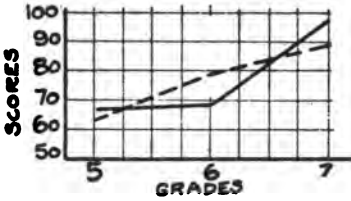
Douglas and Randolph



Paul Revere's Ride



The Wreck of the Hesperus



Baron Munchausen

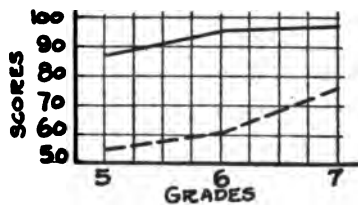
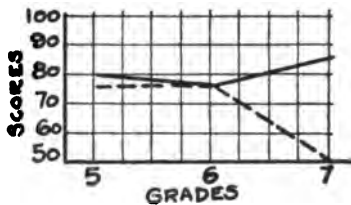
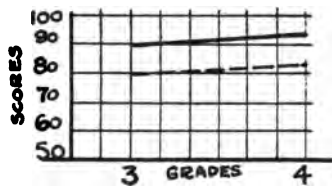
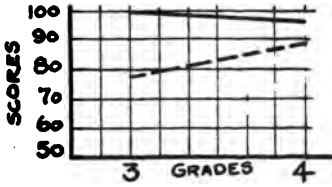


Diagram VI. Comparison of interest in and comprehension of certain selections as shown by the responses of pupils of different schools. (— equals School U; - - - equals School C.)

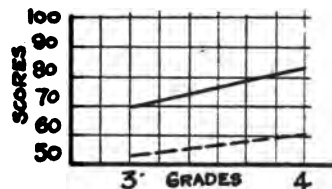
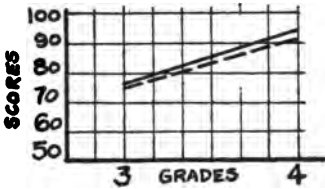
Interest

Comprehension

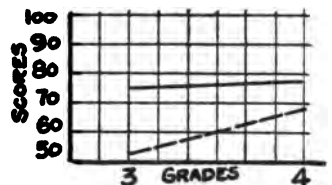
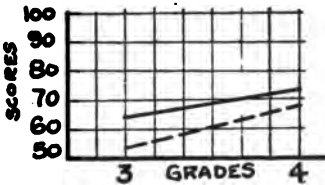
Dick Whittington and his Cat



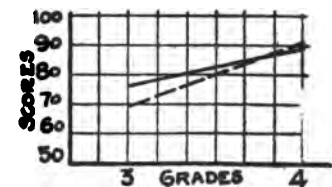
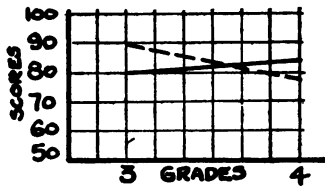
The Village Blacksmith



Phaethon



The Ugly Duckling



The Wreck of the Hesperus

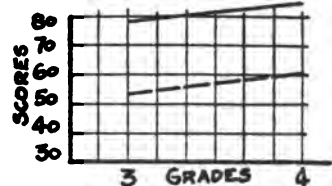
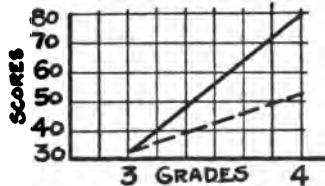


Diagram VII. Comparison of interest in and comprehension of certain selections as shown by the responses of pupils of two schools within the same school system. (———— equals School B; - - - - equals School C.)

TABLE XXIV

CORRELATIONS BETWEEN DIFFERENT SCHOOLS IN INTEREST

Schools	Grades								
	III A B C		IV A B C		V U C	VI U C	VII A U C	VIII A C	
A	.90	.96	.90	.76	---	---	.80	.71	.95
B	.90	.86	.90	.69	---	---	---	---	---
C	.93	.86	.76	.69	.88	.70	.71	.71	.95
U	---	---	---	---	.88	.70	.80	.71	---

TABLE XXV

CORRELATIONS BETWEEN DIFFERENT SCHOOLS IN COMPREHENSION

Schools	Grades								
	III A B C		IV A B C		V U C	VI U C	VII A U C	VIII A C	
A	.89	.87	.95	.89	---	---	.82	.93	.88
B	.89	.85	.95	.88	---	---	---	---	---
C	.87	.85	.89	.88	.80	.80	.93	.77	.88
U	---	---	---	---	.80	.80	.82	.77	---

variability in the grading of the pupils of two schools. It is, however, quite unnecessary to go outside a single school system to find great differences between schools. Indeed, the differences between the two schools of the same system represented in Diagram VII are as marked as those between schools of different systems. Here we find that in only one case, that of the very easy selection entitled *The Ugly Duckling*, do the fourth-grade pupils of School C comprehend reading material as well as the third-grade pupils of School B. In their comprehension of each of the other selections the two schools remain about two grades apart. Tables XXIV and XXV show the correlation between pupils' comprehension scores and interest ratings in different schools.

The character and amount of preparation of pupils for reading a selection are dependent upon the locality in the case of only a few selections. Among these selections are some dealing with nature-study. A reading course cannot be regarded as satisfactory unless it provides proper preparation of pupils

for such passages. The dependence of pupils' interest upon their comprehension as shown in the following chapter justifies a flexible placement of reading material. The only alternative lies in the solution of the difficulties of presenting reading material to the pupils who ordinarily find it very difficult and, therefore, very uninteresting.

CONCLUSIONS

Differences exist among pupils in interests and comprehension of reading material.

Except in a very few cases, differences are due to variations in the abilities of pupils to comprehend reading matter rather than to variations in interests in matter which is understood.

So far as interests are concerned, variations do not warrant different kinds of literary material for different localities.

Local differences may require a different approach to and presentation of reading selections which, in themselves, lack a ready-made appeal.

When different schools vary in comprehension so that the pupils classified in a given grade are consistently two or more grades apart in comprehension, radical measures should be taken to ensure a flexible grading of material or an improvement of teaching or both.

CHAPTER IX

THE PLACEMENT OF READING SELECTIONS

In Chapter II several traditional methods of selecting material for reading were catalogued. These methods have led to the use of many standard passages by pupils several grades apart. The purpose of this chapter is to formulate standards for placing passages in the grades where they can be used with optimal benefit.

TEACHERS' STATEMENTS REGARDING THE PLACEMENT OF READING SELECTIONS

The Range of Placement of Certain Selections. Tables XXVI and XXVII show teachers' judgments upon the placement of selections used in several different grades. Some of these selections are used in different versions in different grades. *The Pied Piper of Hamelin*, for example, in prose or verse occurs in Grades II to VII, as shown by the first questionnaire. Some selections, as *The Ugly Duckling* and *The Village Blacksmith*, recur from grade to grade until pupils tire of them. The reports show that children read and re-read certain selections instead of extending their acquaintance with literature.

Selections Which Gain in Favor from Grade to Grade. Another matter shown by Tables XXVI and XXVII is that many selections gain in favor in later grades. In the case of selections written in many versions of varying difficulty, we can draw only general conclusions. Among such selections, Aladdin is increasingly popular from Grades III to V; this fact may be due to either or both of two reasons: the versions in the more advanced readers may be more effectively written than those in the primary readers, or the pupils of the later grades may be able to appreciate better the story itself. In the case of *The Village Blacksmith* and *The Barefoot Boy*, there is a distinct gain in the percentages of teachers who favor substantially the same versions. Many other selections rise

TABLE XXVI

TEACHERS' REACTIONS REGARDING THE PLACEMENT OF SELECTIONS NOW
IN GENERAL USE*

Selections	Questionnaire	Grades in which judged and percentages of responses favorable							
		I	II	III	IV	V	VI	VII	VIII
<i>Sleeping Beauty</i>	I	---	67	82	62	---	---	---	---
	II	81	96	99	---	---	---	---	---
<i>I Saw a Ship a-Sailing</i>	I	---	---	---	---	---	---	---	---
	II	85	97	86	---	---	---	---	---
<i>Lambd-kin</i>	I	---	98	---	---	---	---	---	---
	II	91	98	85	---	---	---	---	---
<i>The Pied Piper of Hamelin</i>	I	---	94	---	96	79	94	100	---
	II	---	88	97	97	97	94	90	88
<i>Robinson Crusoe</i>	I	---	97	100	92	90	86	---	---
	II	---	79	96	92	93	93	---	---
<i>The Sand-piper</i>	I	---	---	100	33	80	---	---	---
	II	---	---	48	85	94	90	---	---
<i>Cricket on the Hearth</i>	I	---	---	---	---	---	---	---	---
	II	---	---	55	41	66	62	93	---
<i>Rip Van Winkle</i>	I	---	---	---	100	60	92	100	93
	II	---	---	67	75	82	94	100	98
<i>The Great Stone Face</i>	I	---	---	---	0	40	78	87	88
	II	---	---	---	21	57	74	87	96
<i>The Snow Image</i>	I	---	---	---	36	---	33	---	---
	II	---	---	---	64	---	80	75	84
<i>Horatius at the Bridge</i>	I	---	---	---	80	92	90	92	100
	II	---	---	---	94	86	88	96	98
<i>Lochinvar</i>	I	---	---	---	---	68	83	94	98
	II	---	---	---	---	93	90	95	85
<i>The Legend of Sleepy Hollow</i>	I	---	---	---	---	66	77	94	100
	II	---	---	---	---	---	---	---	---
<i>The Skeleton in Armor</i>	I	---	---	---	---	13	---	27	50
	II	---	---	---	---	58	---	80	92
<i>Elegy (Gray)</i>	I	---	---	---	---	---	11	---	53
	II	---	---	---	---	---	18	51	44
<i>The Vision of Sir Launfal</i>	I	---	---	---	---	---	---	48	72
	II	---	---	---	---	---	57	---	91
<i>Thanatopsis</i>	I	---	---	---	---	---	---	14	14
	II	---	---	---	---	---	---	36	57
<i>The Prisoner of Chillon</i>	I	---	---	---	---	---	---	100	---
	II	---	---	---	---	---	36	46	58
<i>The Man Without a Country</i>	I	---	---	---	---	88	---	100	100
	II	---	---	---	---	63	53	93	97

*The percentages of favorable responses are based on the number of teachers responding for each of the grades.

TABLE XXVII

TEACHERS' AND PUPILS' REACTIONS REGARDING THE PLACEMENT OF THE SELECTIONS PRESENTED TO PUPILS*

Selections	Questionnaire or Pupils	Grades in which judged and percentages of responses favorable							
		I	II	III	IV	V	VI	VII	VIII
<i>The Leak in the Dike</i>	QI				100	100			
	QII			100	99	99			
	Pupils			97	96	99			
<i>Excelsior</i>	QI				0	0			
	QII				38	60		88	
	Pupils			39	37	38	47	69	66
<i>Phaethon</i>	QI		0	25					
	QII		79	86	97	97			
	Pupils			65	61	67			
<i>The Village Blacksmith</i> ..	QI				100	100			
	QII		64	80	94	97	94	80	81
	Pupils			88	91	97			
<i>The Ugly Duckling</i>	QI			62	69				
	QII		90	91	83				
	Pupils			90	85	85			
<i>The Barefoot Boy</i>	QI			20	86		91		
	QII			69	75	94	96	91	93
	Pupils				68	81	87	100	99
<i>Dick Whittington and His Cat</i>	QI		100	100	93				
	QII	71	87	97	99				
	Pupils			89	91	88	84		
<i>Abou Ben Adhem</i>	QI				63	89			
	QII					52	53	55	55
	Pupils								
<i>Cosette</i>	QI				94	90			
	QII				66				
	Pupils			75	80	90			
<i>The Wreck of the Hesperus</i> .	QI			31					
	QII			52	66	71	74	85	78
	Pupils								
<i>Aladdin and His Wonderful Lamp</i>	QI	60		100	93	90			
	QII	68	79	95	97	98			
	Pupils			86	87	93	84	81	
<i>Paul Revere's Ride</i>	QI				92				
	QII			77	83		97	96	95
	Pupils				64	76	92	94	100

*The percentages of favorable responses are based on the numbers of teachers or pupils judging the selections in the different grades.

TABLE XXVII—(Continued)

Selections	Questionnaire or Pupils	Grades in which judged and percentages of responses favorable							
		I	II	III	IV	V	VI	VII	VIII
<i>The One-hoss Shay</i>	QI					100			100
	QII					91	94	100	96
<i>The Gettysburg Address</i>	Pupils						67	76	82
	QI				0				
<i>The Chambered Nautilus</i>	QII						72	92	100
	Pupils						81	82	82
<i>Douglas and Randolph</i>	QI							18	88
	QII					30		83	93
<i>Baron Münchhausen Tales</i>	Pupils						31	34	34
	QI					0			72
<i>Marco Bozzaris</i>	QII								88
	Pupils					59	70	89	98
<i>Christmas at the Cratchits</i>	QI					0			
	QII				54	70	69	74	
<i>What Constitutes a State</i>	Pupils					78	76	84	84
	QI							100	
<i>The Ugly</i>	QII							84	97
	Pupils				81	84	84	86	90
<i>What Constitutes a State</i>	QI				100	86	97	97	
	QII				73	92	90	99	98
<i>The Ugly</i>	Pupils				81	84	84	86	90
	QI								0
<i>The Ugly</i>	QII							74	97
	Pupils						31	44	55

in favor from grade to grade. This is shown in Tables XXVIII and XXIX. When one finds these selections placed far earlier than the grade in which they find greatest favor, he may well question the grading of a course of study unless unusual conditions on the part of either the teacher or the pupils justify the placement.

Selections Which Decline in Favor from Grade to Grade. Other selections rise to a maximal percentage of teachers favoring them and then gradually decline as shown in Table XXX. Decline in favor occurs less frequently than rise in favor because many selections are attempted long before they begin to be appropriate, while few are used after they become too easy. Among the few clear cases of this sort is *The Ugly*

Duckling which is usually more popular in Grade III than in Grade IV. In the second questionnaire, the percentage of teachers favoring this selection declines from 90 per cent in Grade III to 83 per cent in Grade IV. The pupils' favorable judgments on this selection show a corresponding decline from 90 per cent to 85 per cent for the same grades. *Picciola* declines similarly from 94 per cent in Grade V to 77 per cent in Grade VII. There is evidence that the same conditions hold also for *The Little Match Girl* which is judged as too immature by 20 per cent of the teachers in Grade V; likewise, *Hiawatha* declines from 97 per cent in Grade V to 86 per cent in Grade VI where 6 per cent of the teachers criticise its immaturity.

Agreement of Teachers Regarding the Need for Flexibility of Placement. If some teachers agree on the suitability of a selection for one grade, others agree on its suitability for one or two adjacent grades. As examples of this extended agreement, *Rip Van Winkle*, *The Legend of Sleepy Hollow*, and *Horatius at the Bridge* are agreed upon as suitable for Grades VII and VIII, with a strong probability of success in Grade VI. In very few cases do we find single grades as the outstanding positions in which selections are successful. Consequently, a general principle of placement may be aduced, that is, if a selection is highly desirable for any given grade, it is likely to be a favorite in at least one adjacent grade. The placement of a selection in one particular grade will depend on some additional consideration other than its possible value from the grade teachers' point of view; such considerations, for example, as the academic standards in a given school, the social value of the selection, or its relation to other school work.

The Relation Between Comprehension and Interest of Pupils. The correlations between pupils' comprehension and interest for each grade and for all grades taken together are either "marked" or "high." Before discussing these correlations, several exceptional cases will be discussed. First, some selections, as *Paul Revere's Ride*, are interesting, although the pupils' comprehension scores for them are only fair; such selections are always found to contain one or more

TABLE XXVIII
A LIST OF SELECTIONS WHICH GAIN IN FAVOR FROM GRADE TO GRADE*

Selections	The gain in favor from grade to grade as measured by the percentage of favorable reports from teachers upon the selections.
<i>Aladdin</i>	rises from 68 per cent in Grade I to 98 per cent in Grade V
<i>Dick Whittington</i>	rises from 77 per cent in Grade I to 99 per cent in Grade IV
<i>Sleeping Beauty</i>	rises from 81 per cent in Grade I to 99 per cent in Grade III
<i>Phaethon</i>	rises from 79 per cent in Grade II to 97 per cent in Grade IV
<i>Robinson Crusoe</i>	rises from 79 per cent in Grade II to 93 per cent in Grade VI
<i>The Sandpiper</i>	rises from 48 per cent in Grade III to 95 per cent in Grade VII
<i>The Cricket on the Hearth</i>	rises from 55 per cent in Grade III to 93 per cent in Grade VIII
<i>Rip Van Winkle</i>	rises from 67 per cent in Grade III to 100 per cent in Grade VII
<i>The Barefoot Boy</i>	rises from 69 per cent in Grade III to 93 per cent in Grade VIII
<i>Paul Revere's Ride</i>	rises from 77 per cent in Grade III to 96 per cent in Grade VII
<i>The Great Stone Face</i>	rises from 21 per cent in Grade IV to 96 per cent in Grade VIII
<i>Christmas at the Cratchits'</i>	rises from 73 per cent in Grade IV to 98 per cent in Grade VIII
<i>The Chambered Nautilus</i>	rises from 30 per cent in Grade V to 93 per cent in Grade VIII
<i>Lochinvar</i>	rises from 68 per cent in Grade V to 98 per cent in Grade VIII
<i>The Legend of Sleepy Hollow</i>	rises from 66 per cent in Grade V to 100 per cent in Grade VIII
<i>The Skeleton in Armor</i>	rises from 55 per cent in Grade V to 92 per cent in Grade VIII
<i>The Man Without a Country</i>	rises from 63 per cent in Grade V to 97 per cent in Grade VIII

*The percentages were derived by dividing the number of teachers who reported upon the respective selections by the number of teachers who reported favorably upon the same selections.

TABLE XXIX

THE GAINS FROM GRADE TO GRADE IN THE PERCENTAGES OF TEACHERS AND PUPILS FAVORING CERTAIN REPRESENTATIVE SELECTIONS*

Selections	The gains from grade to grade	
<i>Aladdin</i>	Teachers: rises from 95 per cent in Grade III to 98 per cent in Grade V	V
	Pupils: rises from 86 per cent in Grade III to 93 per cent in Grade V	V
<i>Dick Whittington</i>	Teachers: rises from 97 per cent in Grade III to 99 per cent in Grade IV	IV
	Pupils: rises from 89 per cent in Grade III to 91 per cent in Grade IV	IV
<i>The Barefoot Boy</i>	Teachers: rises from 75 per cent in Grade IV to 93 per cent in Grade VIII	VIII
	Pupils: rises from 68 per cent in Grade IV to 99 per cent in Grade VIII	VIII
<i>Paul Revere's Ride</i>	Teachers: rises from 83 per cent in Grade IV to 96 per cent in Grade VII	VII
	Pupils: rises from 64 per cent in Grade IV to 94 per cent in Grade VII	VII
<i>Christmas at the Cratchitts'</i>	Teachers: rises from 73 per cent in Grade IV to 98 per cent in Grade VIII	VIII
	Pupils: rises from 81 per cent in Grade IV to 90 per cent in Grade VIII	VIII

*The percentages are based upon the numbers of teachers and pupils judging the respective selections.

TABLE XXX

SELECTIONS WHICH ARE USED BOTH TOO EARLY AND TOO LATE IN THE READING COURSE*

Selections	The rise and decline in the percentages of teachers favoring the use of these selections in the grades named					
	Grades	Per cent favorable	Grades	Per cent favorable	Grades	Per cent favorable
<i>The Village Blacksmith...</i>	II	64	V	97	VIII	81
<i>The Pied Piper</i>	II	88	V	97	VIII	88
<i>I Saw a Ship a-Sailing.....</i>	I	85	II	97	III	86
<i>The King of the Golden River.</i>	IV	86	VI	98	VIII	87
<i>The Walrus and the Carpenter</i>	III	86	V	97	VI	81

*The percentages were derived as in Table XXIX by dividing the number of teachers favorable by the total number of teachers judging the respective selections. (Data from Questionnaire II).

of the important desirable qualities in an obtrusive form. Selections of another group, as *Phaethon*, are comprehended, although for definite reasons they are not greatly enjoyed in any grade; such selections are always found to contain one or more of the undesirable qualities. Still other selections as *The Ugly Duckling*, *Aladdin*, and *The Wreck of the Hesperus* are, owing to their somewhat childish content, less interesting to pupils of the highest grades in which they were read than to pupils of lower grades. As a rule, however, selections are both comprehended and enjoyed or else neither comprehended nor enjoyed.

In addition to the questions upon selections as measures of comprehension, the pupils were asked to state why they liked or disliked each of the selections judged. They found certain selections "too hard for our grade," to contain "too many hard words," and so forth. These comments on over-maturity show a correlation of .77 with the understanding of the selection as measured by comprehension questions. Comprehension is still further tested by comparing pupils' statements as to over-maturity with the statements of teachers about the same

TABLE XXXI

PUPILS' COMPREHENSION OF AND INTEREST IN SELECTIONS READ IN DIFFERENT GRADES. ALL SCHOOLS*

Selections	Percentages of pupils comprehending or interested in the selections read						
	Grades:	III	IV	V	VI	VII	VIII
<i>The Leak in the Dike</i>	Comprehension	88	92	96	---	---	---
	Interest	97	96	99	---	---	---
<i>Excelsior</i>	Comprehension	21	42	58	67	73	79
	Interest	39	37	38	47	69	66
<i>Phaethon</i>	Comprehension	63	73	91	---	---	---
	Interest	65	61	67	---	---	---
<i>The Village Blacksmith</i>	Comprehension	65	74	74	90	---	---
	Interest	88	91	97	97	---	---
<i>The Ugly Duckling</i>	Comprehension	73	88	96	---	---	---
	Interest	90	85	85	---	---	---
<i>The Barefoot Boy</i>	Comprehension	---	45	61	68	81	86
	Interest	---	68	81	87	100	99
<i>Dick Whittington</i>	Comprehension	88	90	91	97	---	---
	Interest	89	91	88	84	---	---
<i>Abou Ben Adhem</i>	Comprehension	---	---	47	59	61	47
	Interest	---	---	52	53	55	55
<i>Cosette</i>	Comprehension	71	88	94	---	---	---
	Interest	75	80	90	---	---	---
<i>The Wreck of the Hesperus</i>	Comprehension	73	74	82	86	89	89
	Interest	52	66	71	74	85	78
<i>Aladdin</i>	Comprehension	59	59	81	81	83	---
	Interest	86	87	93	84	81	---
<i>Paul Revere's Ride</i>	Comprehension	---	42	53	68	75	65
	Interest	---	64	76	92	94	100
<i>The One-hoss Shay</i>	Comprehension	---	---	---	77	80	75
	Interest	---	---	---	67	76	82
<i>Gettysburg Address</i>	Comprehension	---	---	---	62	72	70
	Interest	---	---	---	81	82	82
<i>The Chambered Nautilus</i>	Comprehension	---	---	---	42	51	42
	Interest	---	---	---	31	34	34
<i>Douglas and Randolph</i>	Comprehension	---	---	70	80	85	82
	Interest	---	---	59	70	89	98
<i>Munchausen Tales</i>	Comprehension	---	---	69	76	89	90
	Interest	---	---	78	76	84	84
<i>Marco Bozzaris</i> ..	Comprehension	---	---	---	61	68	66
	Interest	---	---	---	60	73	54
<i>Christmas at the Cratchits'</i>	Comprehension	---	71	68	70	80	88
	Interest	---	81	84	84	86	90
<i>What Constitutes a State</i>	Comprehension	---	---	---	46	52	58
	Interest	---	---	---	31	44	55

*Percentages of pupils who answered correctly the comprehension questions on the selections read and of pupils who said they were interested in the selections.

selections; here, there is a correlation of .71. Teachers' comments about over-maturity and pupils' comprehension scores on the questions give a correlation of .59. The same comprehension scores give a correlation of .56 with the percentages of teachers' favorable responses regarding the same selections. If, then, a selection is judged by teachers and pupils as too mature, the pupils' ability to pass a test on the selections is closely parallel with the stated amount of maturity.

Diagram VIII shows some of the differences in the amounts of teaching required for the success of such selections as *The Leak in the Dike*, *Dick Whittington*, and *Cosette* as compared with such other selections as *Abou Ben Adhem*, *The Chambered Nautilus*, and *What Constitutes a State*. This series of diagrams shows also the decline in interest in the somewhat childish selections as *The Ugly Duckling*, *Phaethon*, and *Aladdin*, while the comprehension increases. The fairly close paralleling of the increase of interest with the increase in comprehension already mentioned is shown in many selections. The decline in the comprehension scores of Grade VIII has been accounted for by the fact that a school which raised considerably the scores for Grades VI and VII has no eighth grade.

Table XXXII shows the effect of a single discussion period devoted to eleven selections in Grade VII in the University Elementary School. A gain in appreciation was made in all selections except *Christmas at the Cratchits'* and the selections given a very high rating after the first reading. The average gain in pupils' interests was 8.68 per cent per selection; the median gain 10.0 per cent; the range of changes was from 3 per cent to 19 per cent. The possibilities of careful teaching are here suggested; here, at any rate, selections enjoyed by 80 per cent or more of the pupils when presented without comment, increase in interest when studied for even a short time.

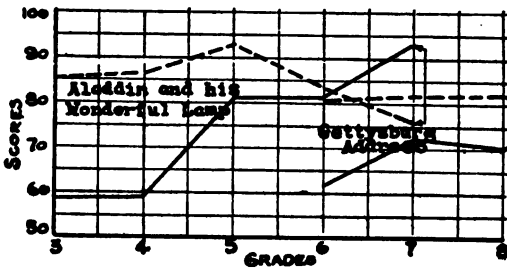
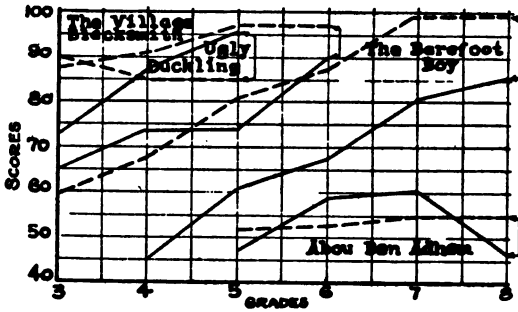
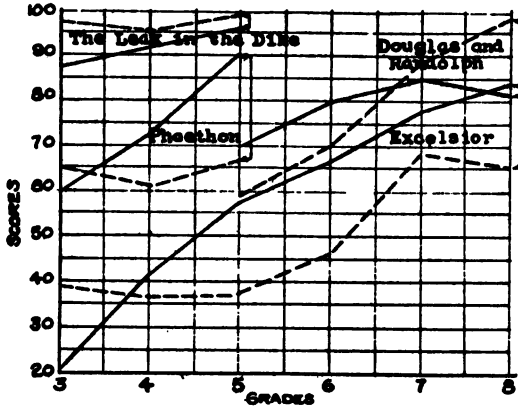


Diagram VIII. Graphical representation of changes in pupils' interest in and comprehension of certain selections in successive grades. Based on Table XXXI. (———— equals Comprehension; - - - - equals Interest.)

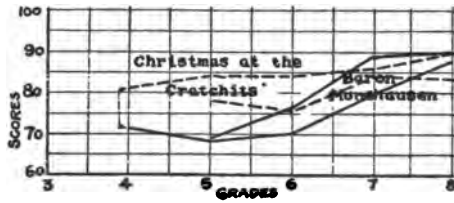
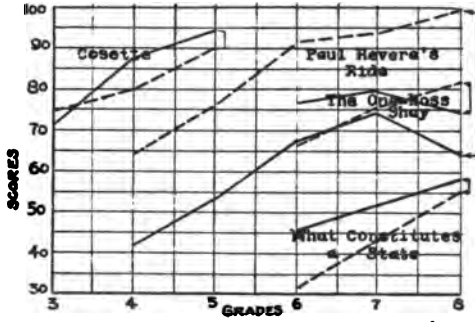
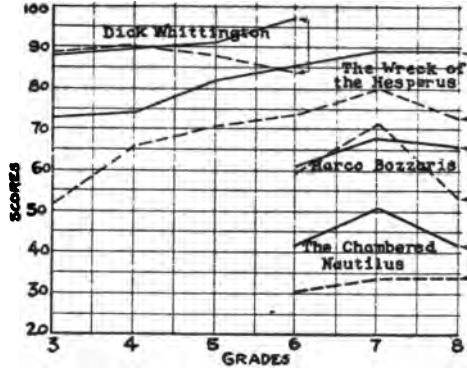


Diagram VIII—Continued

TABLE XXXII

PUPILS' REACTIONS TOWARD READING SELECTIONS BEFORE AND AFTER A BRIEF CLASS DISCUSSION*

Selections	Before discussion per cent favorable	After discussion per cent favorable	Change
<i>The Wreck of the Hesperus</i>	78	97	19
<i>Aladdin</i>	66	77	11
<i>Paul Revere's Ride</i>	97	97	..
<i>The One-hoss Shay</i>	81	100	19
<i>The Gettysburg Address</i>	81	88	7
<i>The Chambered Nautilus</i>	40	52	12
<i>Douglas and Randolph</i>	97	94	-3
<i>Baron Münchhausen</i>	87	93	6
<i>Marco Bozzaris</i>	69	83	14
<i>Christmas at the Cratchits'</i>	84	84	..
<i>What Constitutes a State</i>	50	60	10

*Grade VII, School U. From 29 to 32 pupils reported upon each selection.

COMPARISON OF TEACHERS' AND PUPILS' REACTIONS TO READING MATTER

A comparison of pupils' and teachers' statements shows the degree of reliability of the judgments of carefully selected teachers. Table XXVII shows that *The Ugly Duckling* was favored by 91 per cent and 83 per cent of the teachers of Grades III and IV, respectively, and by 90 per cent and 85 per cent of the pupils of the same grades. The reliability of these teachers' judgments of *The Village Blacksmith* is about equally great; they rate it favorably as follows in four consecutive grades: 80 per cent, 94 per cent, 97 per cent, and 94 per cent; pupils of the same grades favor it in the following percentages: 88, 91, 97, and 97. For some selections, the evidence from teachers is not so reliable. As an example, in Grade V *About Ben Adhem* is favorably rated by 89 per cent of the teachers, while only 52 per cent of the pupils favor it. Inasmuch as only 63 per cent of the teachers favor this selection in the preceding

grade, a question is raised as to its desirability for either grade as shown in the following test of results. This test consists of a study of the additional comments made by teachers as well as the mere statements that the selections were or were not desirable, and of the regularity of increase or decrease in the number of favorable comments on selections. The latter consideration is illustrated in the case of *What Constitutes a State*. Here, 97 per cent of the teachers of Grade VIII favor the selection although only 74 per cent favor it in Grade VII and those not favoring it make very forceful comments on its demerits. Besides, the twelve eighth-grade teachers who mentioned this selection in the responses to Questionnaire I were unanimous in their disapproval of it. Therefore, in the light of these judgments taken as a whole, the selection should be regarded as very hazardous, even for Grade VIII in view of the teachers' comments alone. Teachers' judgments on the other selections catalogued in Table XXVII were studied in a manner similar to that just described for *What Constitutes a State*. Insofar as pupils' judgments are correct, the teachers erred only in the case of the following selections and only in the grades checked (v):

	Grades:	III	IV	V	VI	VII	VIII
<i>The One-hoss Shay</i>					v	v	
<i>Baron Münchhausen Tales</i>	v	..

These selections are, however, criticized also by many pupils in exactly the same manner that many teachers criticize them. That is, many pupils say that they are mere "nonsense" or are "silly." We conclude, therefore, that when the responses to both questionnaires are considered, one can safely use teachers' judgments as bases for predicting pupils' interests in representative standard selections, and, therefore, for placing selections in grades where comprehension by pupils is possible.

Another line of agreement between teachers and pupils is found by comparing the cases in which both groups of judges assert that certain selections are too mature or contain too many hard words. Here, the correlation is .71. The accuracy of teachers' judgments on this matter can be checked. Teachers' comments on *too mature* and *hard words* give a marked correlation (.59) with pupils' comprehension scores, while

these scores, in turn, give a correlation of .77 with pupils' comments regarding over-maturity. Inasmuch as high correlations are found in all these cases, we may trust the judgments of teachers regarding the maturity of reading matter and pupils' interest in it.

Teachers generally give a slightly higher rating to selections than pupils do. Some selections are greatly over-rated, as *The Chambered Nautilus*, *Marco Bozzaris*, and *What Constitutes a State* in Grade VIII and *Phaethon* in Grades IV and V. These cases are, however, exceptional; a selection rated favorably by from 90 per cent to 100 per cent of the teachers is usually favored by from 80 per cent to 100 per cent of the pupils. Out of the fifty-five cases in Table XXVII in which both teachers and pupils judged the same selections, only six failed to conform to the rule just stated.

TABLE XXXIII

CORRELATIONS BETWEEN TEACHERS' AND PUPILS' REACTIONS TO READING SELECTIONS

Pupils' interests and comprehension in all grades.....	.66
Pupils' comprehension and teachers' interests in selections.....	.56
Teachers' and pupils' comments as to over-maturity of selections.	.71
Pupils' comments on over-maturity and their comprehension scores77
Teachers' comments on over-maturity and pupils' comprehension scores59
Teachers' (Questionnaire I) and pupils' interests.....	.63
Teachers' (Questionnaire II) and pupils' interests.....	.48
Teachers' (both questionnaires) and pupils' interests.....	.66
Teachers' interests (Questionnaires I and II).....	.47
Teachers' (Questionnaire II) and pupils' mention of "determining" desirable qualities in case of selections read by pupils....	.87
Teachers' (both questionnaires) mention of "determining" desirable and undesirable qualities in case of selections judged by both groups.....	.67

Summary of Correlations. From the foregoing discussion we draw the following conclusions: (1) Three kinds of teacher-pupil measurement show correlations ranging from "marked" to "very high" when taken in any combination.

(2) Selections which show irregularities of judgments of teachers of either questionnaire or of pupils must be regarded as at least questionable for use in the grades concerned. (3) A classification of selections with reference to either interests or maturity can be accurately made by studying the comments of teachers upon selections which we have not presented to pupils. In order to bring the correlations together, Table XXXIII is presented.

An Optimal Placement for All Reading Selections. In the foregoing discussions, reference has been made to several different groups of selections, namely, those in which there is a gradual development of interest followed by a decline, those in which there is a gradual development followed by a long and undetermined period of interest, and also selections in which there is little interest until near the end of the eighth grade. The data collected indicate that selections of the last-named group may be used in only the later grades of elementary schools of average academic standards. Selections in which there is a gradual development of interest followed by a gradual decline should be placed in the grade in which interest is at its height. Such selections are limited with reference to both the lower and upper limits of their use. The remaining group of selections, those in which there is a gradual development of interest followed by a long and undetermined period of interest, should be placed in one of the grades in which interest is great. These selections are limited only with reference to their lower limits of use.

WEIGHTING THE DETERMINANTS OF INTEREST IN READING SELECTIONS

In the chapter on the qualities of reading selections, it was found that certain important qualities are the determinants of the value of reading matter so far as the interests of pupils and teachers are concerned. In order to arrive at a definite basis for using these qualities in standardizing reading matter, they must be weighted for each of the grades. To obtain such a weighting, the responses to the second questionnaire

have been used. The total frequencies for the determinants were found for each of the grades and, with the frequencies as bases, the percentages of each of the qualities—the relative frequencies—were derived as shown in Table XXXIV. This table is read as follows: dramatic action, etc., comprise 14 per cent of the comments in which first-grade teachers name any of the qualities included in this table, 19 per cent for the second grade, and so on.

Table XXXIV is offered, therefore, as an index of the relative importance of each of the determining qualities of interests in literary selections for the respective grades. A selection containing interesting action and telling about animal play or personification is likely to be successful in Grade I. Problems involving questions of conduct are frequently found in the successful selections for Grade VIII, and so on.

THE FORMULATION OF STANDARDS FOR JUDGING READING SELECTIONS

Guiding Principles for Setting up Standards. Several principles may now be stated relative to setting up standards for evaluating reading matter. (1) Selections in disfavor with both pupils and teachers of a given grade should either be deferred or not read at all; for example, *Excelsior* in Grades III to VI. Exceptions to this principle might be justified in schools with unusually high academic standards. (2) Selections favored by both teachers and pupils can be placed according to the units of subject matter to be studied in reading and other school work; for example, *The Leak in the Dike* in Grades II to V. (3) Disagreements of teachers and pupils in which the latter give a low rating to a selection indicate that superior teaching is necessary for success; for example, *The Chambered Nautilus* in Grades V to VIII. The evidence for this statement is found in pupils' original statements even more fully than can be expressed by the statistical data. (4) Selections rated higher by pupils than by teachers should be used if they are worthy as well as interesting, for example, *Baron Munchausen Tales* in Grades IV to VIII. (5) In case of the selec-

TABLE XXXIV

THE RELATIVE FREQUENCIES OF THE MOST IMPORTANT QUALITIES OF READING SELECTIONS*

Qualities	Grades							
	I	II	III	IV	V	VI	VII	VIII
Dramatic action, adventure, and heroic.....	14	19	23	27	28	28	28	28
Interesting action, (not dramatic).....	11	11	9	9	8	10	11	12
Humor.....	7	6	6	7	8	10	11	10
Fairy and supernatural.....	9	13	13	14	11	9	5	5
Interesting characters, home life or child life.....	7	6	8	12	14	14	13	13
Interesting problems or character study.....	3	5	7	8	10	11	13	14
Kindness and faithfulness.....	8	9	10	10	10	8	9	8
About animals and personification.....	16	13	10	6	5	3	3	3
Dramatization, availability for.....	10	8	7	4	3	3	3	3
Interesting repetition.....	14	9	5	1	1	1	1	1
Interesting information.....	1	1	2	2	2	3	3	3

*Derived from Table XI by taking the relative frequencies for Questionnaire II shown in that table.

tions in which there is a decline of interest from grade to grade, there is no warrant, statistical or otherwise, for neglecting the indications here shown; for example, *Dick Whittington* in Grades IV to VI and *The Ugly Duckling* in Grades III to V. (6) The wording of a selection has great influence upon its suitability for a given grade; for example, *Aladdin* can be made suitable for any of the grades from II to VII. This selection seems to be as good so far as the plot is concerned for the third as for the fifth grade. Makers of readers should not write above the grade for which the plot of a selection and its suggestions are suitable. (7) A "spiral" form of treatment for some persistently popular selections may be desirable; for example, *The Village Blacksmith* might, so far as pupils' interests are concerned, be read in Grades III or V or later, and *Paul Revere's Ride* in Grades V or VIII. (8) A selection as unpopular as *What Constitutes a State* in Grades VI to VIII should be looked upon as hazardous teaching material and, therefore, be undertaken, if at all, only after special provision

has been made for meeting its difficulties. (9) Inasmuch as pupils' ability to pass a comprehension test upon a selection is accurately judged by teachers, a selection which teachers regard as too easy or too difficult should be placed in accordance with teachers' judgments and with reference to other matters such as its social value, possible earlier or later use, interest, and other work. (10) The high correlations between teachers' judgments and pupils' interests indicate that unequivocal statements from a large number of carefully selected teachers regarding any selection will be very accurate. (11) A high correlation exists between pupils' and teachers' naming of the qualities characterizing the same selections. This indicates that the teachers' statements regarding the large number of selections commented upon by them are very nearly the same as though the pupils themselves had made the statements. (12) Since carefully selected teachers' judgments are trustworthy, the reliability of their ranking of interests depends largely upon the range of selections judged by them. A very wide range of selections has been judged by teachers in the course of the present investigation. (13) The weighting of qualities on the basis of teachers' judgments is justified because this weighting is derived from careful estimates of the values of many representative selections.

Attributes of a Set of Standards for Judging Reading Selections. In order to facilitate the use of results already summarized, a set of standards has been formulated for estimating the probable success of various reading selections. These standards have been formulated with the following attributes in mind: (1) The standards should enable the teacher or supervisor of reading to judge fairly accurately the maturity of a selection for a given grade. (2) The standards should contain a list of qualities of reading selections so weighted as to indicate their relative if not their absolute importance in the school grades. (3) The standards should emphasize the importance of flexibility of placement of selections. (4) There should be lists of representative selections for each grade so arranged as to show the ratings of the selections with reference to both comprehension and interest. (5) There

should be comments indicating the reasons for differences of interests in different selections. The comments of teachers and pupils already reviewed supply ample data for providing these attributes.

A Set of Standards for Judging Reading Material. The set of standards for judging reading material as formulated in the succeeding pages is based upon the foregoing principles. A list of the important determining qualities is given with the respective weightings for each grade. The weightings are the same as those shown in Table XXXIV. The selections are classified upon two bases: difficulty and interests. Both classifications are made with reference to the reactions of all teachers and pupils. In these classifications, the responses of pupils have been closely followed. This has led to only one marked deviation from teachers' judgments, namely, in the case of *Aladdin*, which has been placed with reference to pupils' comprehension of the difficult version presented to them¹. The reactions of teachers of adjacent grades were considered in the rating of selections.

The literal ratings of selections refer in all cases to the percentages of pupils and teachers favoring the selections and the percentages making comments upon the over-maturity of the selections. In addition, the comprehension scores of the pupils are considered. In the comprehension ratings, the letters have the following percentage values: *A (very easy)* denotes a comprehension score of 85-100 attained by pupils; *B (moderately easy)*, 75-85; *C (difficult)*, 65-75; *D (too difficult to be attempted)*, lower than 65. The same numerical values hold for the interest ratings: *A* denotes *very interesting*; *B*, *moderately interesting*; *C*, *needing careful teaching to secure interest*; *D*, *too uninteresting to be attempted*.

A teachers' comprehension rating for selections is used in the case of selections which were not presented to pupils. This comprehension rating is based upon the number of times that teachers judged the respective selections as over-mature for their pupils. The score for a selection is, therefore, derived

¹This version is of approximately the same difficulty as that contained in the Elson series, Grammar School Reader, Book I.

by using the number of teachers judging a selection as a base and then computing the percentage of those who mention the over-maturity of the selection.

Inasmuch as the pupils reported upon only a part of the selections included, the interest ratings of additional selections were also based upon the pupils' probable reactions to them as indicated by teachers' comments. For example, in Grade V *Excelsior* received ratings of 58 per cent and 38 per cent by pupils for comprehension and interest, respectively. The same selection received comprehension and interest ratings of 60 per cent, 60 per cent, and 16 per cent by the teachers who responded to the first two questionnaires. Taking these teacher-ratings as bases, *Nuremburg*, with ratings ranging from 3 per cent to 35 per cent by teachers only is assigned a final rating of "D". In the same grade, *The Leak in the Dike* was rated by all judges as from 96 to 100 per cent in both comprehension and interest. Therefore, *Robin Hood*, which was rated by teachers as of the same difficulty as *The Leak in the Dike*, is assigned a final rating of "A" upon teachers' judgments alone. The "additional comments" are given in the set of standards as suggestive of the manner in which the qualities of any selection may be judged.

STANDARDS FOR RATING READING SELECTIONS
(Based on the reactions of teachers and pupils. See text for derivation.)

GRADE I

Selections—Difficulty of

Weightings of the qualities	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Qualities and personalization				
16	<i>The Bremen Band</i>	<i>The Caterpillar</i>	<i>I Saw a Ship a-Sailing</i>	<i>Dick Whittington</i>
14	<i>Cinderella</i>	<i>The Elves and the Shoemaker</i>	<i>The Little Plant</i>	<i>Sleeping Beauty</i>
14	<i>The Gingerbread Boy</i>	<i>Goody Two-Shoes</i>		
14	<i>How Patty Gave Thanks</i>	<i>Hans in Luck</i>		
14	<i>Little Boy Blue</i>	<i>The Hare and the Tortoise</i>		
14	<i>Little Red Hen</i>	<i>The House that Jack Built</i>		
11	<i>Little Red Riding Hood</i>	<i>My Shadow and The Snowing</i>		
11	<i>Simon Goes of Stepnose</i>	<i>The Old Woman and Her Pig</i>		
10	<i>Three Billy Goats Gruff</i>			
9	<i>Tom and the Wind</i>			
9	<i>What Does Little Birdie Say?</i>			
8				
8				
7	<i>The Bremen Band</i>	<i>Hans in Luck</i>	<i>Dick Whittington</i>	
7	<i>Cinderella</i>	<i>The Hare and the Tortoise</i>	<i>Goody Two Shoes</i>	
7	<i>The Elves and the Shoemaker</i>	<i>The Old Woman and Her Pig</i>	<i>The House that Jack Built</i>	
7	<i>The Gingerbread Boy</i>		<i>I Saw a Ship a-Sailing</i>	
3	<i>How Patty Gave Thanks</i>		<i>Sleeping Beauty</i>	
3	<i>Little Red Hen</i>			
3	<i>Little Boy Blue</i>			

Interest in

Interesting in-formation	My Shadow and The Little Red Riding Hood Santa Claus Sing a Song of Stuppence The Three Bears Three Billy Goats Gruff Three Little Pigs Tom and the Wind What Does Little Birds Say?	Additional Comments
1		<p>1. <i>The Three Bears</i>.—Animal play and personification; interesting action, repetition, and characters; dramatization; humor; child life.</p> <p>2. <i>The Gingerbread Boy</i>.—See Chapter VI for analysis.</p> <p>3. <i>Little Red Riding Hood</i>.—Personification, dramatic action, adventure, interesting characters, dramatic, interesting action, and child life.</p> <p>4. <i>The Bremen Band</i>.—Animal play and personification interesting repetition and action dramatization, interesting characters and humor.</p> <p>5. <i>Jack Whittington</i>.—Content and diction too difficult, presents child life of later grades, unfamiliar subject matter.</p> <p>6. <i>The House that Jack Built</i>.—Lacks action, story element insufficient for so much repetition, monotonous.</p>

STANDARDS FOR RATING READING SELECTIONS (Continued)

GRADE II

Selections—Difficulty of

	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Qualities of the qualities				
Dramatic action and adventure	19			
Animal play and personification	13			
Fairy and supernatural	13			
Interesting action	11			
Interesting repetition	9			
Kindness and faithfulness	9			
Dramatization, availability for	8			
Interesting characters	6			
Humor	6			
Interesting problems and character study	5			
Interesting information	1			
		Interest in		
	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
	The Bremen Band Cinderella The Elves and the Shoemaker Hans in Luck The Hare and the Tortoise The Little Red Hen The Old Woman and Her Pig Little Red Riding Hood The Three Bears Three Billy Goats Gruff Three Little Pigs	Androclus and the Lion Billy Binks Dick Whittington The Fox and the Crow The Golden Touch Kings Else My Shadow and The Suting Our Flag Sleeping Beauty The Ugly Duckling	The Bell of Atri East of the Sun and West of the Moon I Saw a Ship a-Sailing The Pied Piper Robinson Crusoe	Phaethon Sweet and Low The Village Blacksmith
	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
	Androclus and the Lion The Bremen Band Cinderella The Elves and the Shoemaker The Golden Touch Hans in Luck The Little Red Hen My Shadow and the Suting	Billy Binks Dick Whittington The Fox and the Crow The Hare and the Tortoise I Saw a Ship a-Sailing The Old Woman and Her Pig Robinson Crusoe Sleeping Beauty	The Bell of Atri East of the Sun and West of the Moon The Pied Piper	Kings Else Phaethon Sweet and Low The Village Blacksmith

Our Flag
Little Red Riding Hood
The Three Bears
Three Billy Goats Gruff
Three Little Pigs
The Ugly Duckling

Additional Comments

1. *The Nives and the Shoemaker*.—Dramatic action, fairly, interesting repetition, kindness, interesting characters, home life, interesting problems.
2. *The Golden Touch*.—Subject matter usually needs explanation; dramatic action, supernatural element, interesting characters, child life, humor, interesting problems.
3. *The Village Blacksmith*.—Content and diction too difficult; understood and enjoyed in later grades.
4. *Phaethon*.—The unfamiliar setting requires careful explanation; character of Phaethon—too boastful; children not interested in his punishment.

STANDARDS FOR RATING READING SELECTIONS (Continued)

GRADE III

Selections—Difficulty of

Qualities	Weightings of the qualities	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Dramatic action, adventure, or heroism	23	Androctus and the Lion Boy, Bees and British The Bremen Band Cinderella	Alexander and Eucephalus The Bell of Atri Columbus Cosette The Endless Tale I Saw a Ship a-Sailing Knights of the Silver Arrows Knights of the Silver Shikida Lambkin The Pied Piper The Purple Jar Robinson Crusoe The Lily Duckling The Wind and the Moon The Wishing Gate	The Boy Who Hated Trees Daffydown-dilly Phaethon Sinbad the Sailor The Village Blacksmith The Wairus and the Carpenter The Wreck of the Hesperus	The Crow and the Angel Escalator The Flying Trunk A Mad Tea Party The Sandpiper
Fairy element or supernatural	13	The Elves and the Shoemaker			
Animal play	10	Has the Shepherd Boy Dick Whittington The Golden Touch Little Red Riding Hood Sleeping Beauty The Tar Baby			
Kindness or faithfulness	10				
Interesting action	9				
Interesting characters	8				
Dramatization, availability for	7				
Interesting problems	7				
Humor	6				
Interesting repetition	5				
Interesting information	2				
Interest in					
		A (85-100)	B (75-85)	C (65-75)	D (65 or less)
		Aladdin Androctus and the Lion Boy, Bees and British The Bremen Band Cinderella Dick Whittington The Elves and the Shoemaker	Alexander and Eucephalus The Bell of Atri Columbus Cosette I Saw a Ship a-Sailing Little Red Riding Hood	The Boy Who Hated Trees Daffydown-dilly The Endless Tale Lambkin Phaethon Sinbad the Sailor	The Crow and the Angel Escalator The Flying Trunk The Mad Tea Party The Purple Jar The Sandpiper

<p><i>The Golden Touch</i> <i>Hans the Shepherd Boy</i> <i>Knights of the Silver Ar- rows</i> <i>Knights of the Silver</i> <i>Shield</i> <i>The Leak in the Dike</i> <i>Robinson Crusoe</i> <i>Sleeping Beauty</i> <i>The Tar Baby</i> <i>The Ugly Duckling</i> <i>The Wishing Gate</i></p>	<p><i>The Pied Piper</i> <i>The Village Blacksmith</i></p>	<p><i>The Throstle</i> <i>The Walrus and the Car- penter</i></p>	<p><i>The Wind and the Moon</i> <i>The Wreck of the Hes- perus</i></p>
<p>Additional Comments</p>			
<p>1. <i>The Leak in the Dike</i>.—Interesting action, adventure, heroism, dramatic, kindness, faithfulness (patriotism), interesting characters, child life, interesting problems, character study, and interesting information. 2. <i>The Village Blacksmith</i>.—Interesting action, kindness, interesting characters and problems, character study and child life. 3. <i>The Ugly Duckling</i>.—Interesting action, characters and problems; about animals and personification; character study; humor. 4. <i>Aladdin</i>.—Interesting action, adventure, dramatic, supernatural, child life, interesting characters and problems, and character study. 5. <i>The Tar Baby</i> and <i>Knights of the Silver Shield</i>.—See analyses in Chapter VI.</p>			

*The version of *Aladdin* used is unusually difficult.

STANDARDS FOR RATING READING SELECTIONS (Continued)

GRADE IV

Selections—Difficulty of

Weightings of the	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Qualities of the				
Dramatic action, adventure, and heroism	27			
Fairy or supernatural	14			
Interesting characters, home life, and child life	12			
Kindness or faithfulness	10			
Interesting action	9			
Interesting problems, and character study	8			
Humor	7			
About animals	6			
Dramatization, availability for	4			
Interesting information	2			
Interesting repetition	1			
	<i>Alexander and Bucephalus</i> <i>Black Beauty</i> <i>Dick Whittington</i> <i>The Golden Touch</i> <i>How Cedric Became a Knight</i> <i>King of the Golden River</i> <i>Knights of the Silver Shield</i> <i>The Leak in the Dike</i> <i>The Little Post Boy</i> <i>Robinson Crusoe</i> <i>The Tar Baby</i> <i>The Wishing Gate</i> <i>The Ugly Duckling</i>	<i>*Aladdin</i> <i>The Bell of Atri</i> <i>Christmas at the Cratchits'</i> <i>Cosette</i> <i>The Endless Tale</i> <i>Florinda</i> <i>Hunting a Grizzly</i> <i>The Nurnberg Stove</i> <i>Inchcape Rock</i> <i>Out to Old Aunt Mary's</i> <i>Phaethon</i> <i>The Pied Piper</i> <i>The Village Blacksmith</i> <i>The Walrus and the Carpenter</i> <i>William Tell</i>	<i>Child's Dream of a Star</i> <i>Darius Green</i> <i>The Golden Fleece</i> <i>The Last Lesson in French</i> <i>The Wreck of the Hesperus</i>	<i>The Argonauts</i> <i>The Barefoot Boy</i> <i>Excelsior</i> <i>How they Brought the Good News</i> <i>Paul Revere's Ride</i> <i>The Snow Image</i>
	Interest in			
	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
	<i>Aladdin</i> <i>Alexander and Bucephalus</i> <i>Black Beauty</i> <i>Dick Whittington</i> <i>Florinda</i> <i>The Golden Touch</i> <i>How Cedric Became a Knight</i>	<i>The Bell of Atri</i> <i>Christmas at the Cratchits'</i> <i>Cosette</i> <i>The Golden Touch</i> <i>Hunting a Grizzly</i> <i>Inchcape Rock</i> <i>The Nurnberg Stove</i> <i>Out to Old Aunt Mary's</i>	<i>Darius Green</i> <i>The Barefoot Boy</i> <i>The Last Lesson in French</i> <i>Phaethon</i> <i>The Walrus and the Carpenter</i> <i>The Wreck of the Hesperus</i>	<i>Child's Dream of a Star</i> <i>The Argonauts</i> <i>The Endless Tale</i> <i>Excelsior</i> <i>How they Brought the Good News</i> <i>Paul Revere's Ride</i> <i>The Snow Image</i>

<p>King of the Golden River Knights of the Silver Shield The Leak in the Dike The Pied Piper The Little Post Boy The Tar Baby The Village Blacksmith William Tell The Wishing Gate</p>	<p>Robinson Crusoe The Ugly Duckling</p>	<p style="text-align: center;">Additional Comments</p> <p>1. Dick Whittington.—Dramatic action, adventure, interesting characters and problems, child life, Dick's home life at Fitzwarren's, and kindness. 2. How Cedric Became a Knight.—Dramatic action, adventure, interesting characters and action, and faithfulness. 3. The Barefoot Boy.—Interest lost: by the time sufficient explanation has been given.</p>
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•Difficult version.

STANDARDS FOR RATING READING SELECTIONS (Continued)

GRADE V

Selections—Difficulty of

	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Qualities of the selection				
Dramatic action, adventure and heroism	<i>The Golden Touch</i> <i>Hiawatha</i> <i>Inchcape Rock</i> <i>King of the Golden River</i> <i>The Leat in the Dike</i> <i>Maggie Visits the Gypsies</i> <i>The Nurraberg Stove</i> <i>Patrasche</i> <i>Phaethon</i> <i>The Pied Piper</i> <i>Robin Hood</i> <i>Robinson Crusoe</i> <i>The Wacrus and the Carpentier</i> <i>William Tell</i>	* <i>Aladdin</i> <i>Christmas at the Cratchitts</i> <i>The Little Match Girl</i> <i>Out to Old Aunt Mary's</i> <i>The Village Blacksmith</i> <i>The Wreck of the Hesperus</i>	<i>The Barefoot Boy</i> <i>Baron Munchausen</i> <i>Darius Green</i> <i>The Death of Balduw Horatius at the Bridge</i> <i>How They Brought the Good News of Sleepy Hollow</i> <i>The Man without a Country</i> <i>Piping down the Valleys</i> <i>Rip Van Winkle</i>	<i>Abou Ben Adhem</i> <i>Excelsior</i> <i>The Great Stone Face</i> <i>The Lady of Shalott</i> <i>Nuremberg</i> <i>Paul Revere's Ride</i> <i>The Shepherd of King Admetus</i> <i>The Skeleton in Armor</i> <i>The Snow Image</i> <i>Titania and Oberon</i> <i>To a Water/owl</i>
Interesting characters, home life, and child life				
Fairy or supernatural				
Kindness and faithfulness				
Interesting problems and character study				
Interesting action				
Humor				
About animals				
Dramatization, availability for				
Interesting information				
	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
	<i>Aladdin</i> <i>The Golden Touch</i> <i>Hiawatha</i> <i>Inchcape Rock</i> <i>King of the Golden River</i> <i>The Leat in the Dike</i>	<i>The Barefoot Boy</i> <i>Baron Munchausen</i> <i>Christmas at the Cratchitts</i> <i>Darius Green</i> <i>Horatius at the Bridge</i>	<i>The Death of Balduw</i> <i>The Man without a Country</i> <i>Phaethon</i> <i>Piping down the Valleys</i> <i>Rip Van Winkle</i>	<i>Abou Ben Adhem</i> <i>Excelsior</i> <i>The Great Stone Face</i> <i>The Lady of Shalott</i> <i>Nuremberg</i> <i>The Shepherd of King Admetus</i>
	Interest in			

Interesting rep- etition 1	<p> <i>Maggie Visits the Gypsies</i> <i>The Nurnberg Stove</i> <i>Out to Old Aunt Mary's</i> <i>Patrasche</i> <i>Robin Hood</i> <i>The Pied Piper</i> <i>Robinson Crusoe</i> <i>The Village Blacksmith</i> <i>William Tell</i> </p>	<p> <i>How They Brought the Good News</i> <i>Legend of Sleepy Hollow</i> <i>The Little Match Girl</i> <i>Paul Revere's Ride</i> </p>	<p> <i>The Walrus and the Carpenter</i> <i>The Wreck of the Hesperus</i> </p>	<p> <i>The Skeleton in Armor</i> <i>The Snow Image</i> <i>Titanic and Oberon</i> </p>
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*Difficult version.

STANDARDS FOR RATING READING SELECTIONS (Continued)

GRADE VI

Selections—Difficulty of

Qualities	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Weightings of the qualities				
Dramatic action, adventure and heroism	28			
Interesting characters, home life, and child life	14			
Interesting problems and character study	11			
Interesting action	10			
Humor	10			
Fairy and supernatural	9			
Kindness and faithfulness	8			
About animals	3			
Dramatization, availability for	3			
Interesting information	3			
Interesting repetition	1			
	<i>The Bell of Atri</i> <i>Hiawatha</i> <i>Kentucky Belle</i> <i>King of the Golden River</i> <i>The Pied Piper</i> <i>Robtson Crusoe</i> <i>The Village Blacksmith</i> <i>The Wreck of the Car-genter</i> <i>William Tell</i> <i>The Wreck of the Hesperus</i>	<i>*Aladdin</i> <i>Baron Münchhausen</i> <i>Christmas at the Cratchitts'</i> <i>Darius Green</i> <i>Horatius at the Bridge</i> <i>The One-hoss Shay</i> <i>Rip Van Winkle</i>	<i>The Barefoot Boy</i> <i>The Death of Balduar</i> <i>Excelsior</i> <i>Gettysburg Address</i> <i>How They Brought the Good News</i> <i>Legend of Bregens</i> <i>Legend of Sleepy Hollow</i> <i>Lockmover</i> <i>The Man without a Country</i> <i>Paul Revere's Ride</i> <i>The Sandpiper</i> <i>The Shepherd of King Admetus</i> <i>The Snow Image</i>	<i>About Ben Adhem</i> <i>The Courtship of Miles Standish</i> <i>Cranford</i> <i>Elegy (Selections)</i> <i>Elegy (Gray)</i> <i>The Great Stone Face</i> <i>The Lady of Shalott</i> <i>Marmion and Douglas</i> <i>The Psalm of Life</i> <i>A Psalm from the Town Pump</i> <i>The Skeleton in Armor</i> <i>Snowbound</i> <i>To a Waterfowl</i> <i>The Vision of Sir Launfal</i>
	Interest in			
	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
	<i>The Barefoot Boy</i> <i>The Bell of Atri</i> <i>Darius Green</i> <i>Kentucky Belle</i> <i>King of the Golden River</i> <i>Paul Revere's Ride</i> <i>The Pied Piper</i>	<i>Aladdin</i> <i>Baron Münchhausen</i> <i>Christmas at the Cratchitts'</i> <i>Gettysburg Address</i> <i>Hiawatha</i> <i>Horatius at the Bridge</i>	<i>The Courtship of Miles Standish</i> <i>The Death of Balduar</i> <i>Lockmover</i> <i>Marmion and Douglas</i> <i>The One-hoss Shay</i> <i>The Shepherd of King</i>	<i>About Ben Adhem</i> <i>Cranford</i> <i>Excelsior</i> <i>Elegy (Gray)</i> <i>The Great Stone Face</i> <i>The Lady of Shalott</i> <i>The Psalm of Life</i>

<p>Robinson Crusoe The Village Blacksmith William Tell</p>	<p>How They Brought the Good News The Legend of Bretons The Legend of Sleepy Hollow The Man without a Country Rip Van Winkle The Sandgiper The Wreck of the Hes- perus</p>	<p>Admetus The Snow Image The Walrus and the Car- penter</p>	<p>A Ball from the Town Pump The Skeleton in Armor Snowbound To a Waterfowl The Vision of Sir Launfal</p>
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*Difficult version.

<p>How They Brought the Good News King Arthur Stories King of the Golden River The Legend of Brecht The Legend of Sleepy Hol- low The Man Without a Coun- try The Minting of Coins Money in the Community and the Home Paper Money Paul Revere's Ride The Pied Piper Rip Van Winkle Tales of a Grandfather William Tell The Wreck of the Hes- perus</p>	<p>The Building of the Ship The Courtship of Miles Standish The Day Is Done The Death of Balduv Evangeline Gettysburg Address Lockport Marmion and Douglas The One-hoss Shay The Passing of Arthur Pocahontas's Slide Pocahontas</p>	<p>Herve Riel The Lady of Shalott Marco Polo Snowbound The Snow Image To a Waterfowl</p>	<p>The Preceptor of Chillon A Fall from the Tower Pump The Ruins of the Ancient Market The Skeleton in Armor The Vision of Sir Launfal What Constitutes a State</p>
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STANDARDS FOR RATING READING SELECTIONS (Concluded)
Grade VIII
Selections—Difficulty of

Qualities	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
Weightings of the qualities				
Dramatic action, adventure, and heroism	28			
Interesting problems and character study	14			
Interesting characters, home life, and child life	13			
Interesting action	12			
Humor	10			
Kindness and faithfulness	8			
Fairy and supernatural	5			
About animals	3			
Dramatization, availability for				
Interesting information	3			
Interesting reputation	1			
		Interest in		
	A (85-100)	B (75-85)	C (65-75)	D (65 or less)
	<i>The Barefoot Boy</i> <i>Baron Münchhausen</i> <i>Before Coins were Made</i> <i>Christmas at the Cratchits'</i> <i>Horatius at the Bridge</i> <i>The Legend of Sleepy Hollow</i> <i>King of the Golden River</i> <i>The Man Without a Country</i> <i>The Minting of Coins and the Home Paper Money</i> <i>Pickwick's Slide</i> <i>The Pied Piper</i> <i>Rip Van Winkle</i> <i>The Wreck of the Hercules</i>	<i>A-hunting of the Deer</i> <i>The Building of the Ship</i> <i>The Courtship of Miles Standish</i> <i>The Day is Done</i> <i>Douglas and Randolph</i> <i>Evangeline and Snow-bowling</i> <i>Bacchus</i> <i>Gettysburg Address</i> <i>Herve Riel</i> <i>How I Killed a Bear</i> <i>How They Brought the Good News</i> <i>The Lady of the Lake</i> <i>Lochinvar</i> <i>Marmion and Douglas</i> <i>The One-hoss Shay</i> <i>Paul Revere's Ride</i> <i>The Snow Image</i>	<i>Descent into the Maelstrom</i> <i>The Fall of the House of Usher</i> <i>The Great Stone Face</i> <i>Julius Caesar</i> <i>Maroo Bossarts</i> <i>The Merchant of Venice</i> <i>The Prisoner of Chillon</i> <i>What Constitutes a State</i>	<i>Abou Ben Adhem</i> <i>The Chambered Nautilus</i> <i>Elegy (Gray)</i> <i>Israel</i> <i>L'Allegro</i> <i>The Skeleton in Armor</i> <i>Thanksgivings</i> <i>To a Skylark</i> <i>The Vision of Sir Launfal</i>
	<i>The Barefoot Boy</i> <i>Baron Münchhausen</i> <i>Before Coins were Made</i> <i>Christmas at the Cratchits'</i>	<i>A-hunting of the Deer</i> <i>The Building of the Ship</i> <i>The Day is Done</i> <i>Descent into the Maelstrom</i>	<i>Abou Ben Adhem</i> <i>Elegy (Gray)</i> <i>Bacchus</i> <i>The Fall of the House of Usher</i>	<i>The Chambered Nautilus</i> <i>L'Allegro</i> <i>Israel</i> <i>The Prisoner of Chillon</i>

<p>The Courtship of Miles Standish Douglas and Randolph Evangeline and Snow-bowed Horatius at the Bridge How They Brought the Good News King of the Golden River The Lady of the Lake The Legend of Sleepy Hollow Lochinvar The Man without a Country Marmion and Douglas The Mending of Cotswold Money in the Community and the Home Paper Money Paul Revere's Ride Rip Van Winkle</p>	<p>Gettysburg Address The Great Stone Face Herve Riel How I Killed a Bear Julius Caesar The Lady of Shalott The Merchant of Venice The One-Hoss Shay Pickwick's Sneeze The Pied Piper The Skeleton in Armor The Wreck of the Hesperus</p>	<p>Marco Bozzaris The Snow Image To a Skylark The Vision of Sir Launfal What Constitutes a State</p>	<p>Thanatopsis</p>
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COMMENTS UPON THE STANDARDS SET UP AND CONCLUSIONS
OF THE CHAPTER

In order to facilitate the attainment of the desirable results advocated throughout this study, a set of standards for judging reading selections is presented as an improvement upon traditional bases for determining the placement of reading matter now in use. While many of the selections are used in several different grades, a large number are especially valuable for only one or two grades. Errors in the placement of selections in school readers and courses of study are usually in the direction of over-maturity. Good teaching can be depended on to increase interest ten per cent or more in most selections.

High correlations between teachers' and pupils' reactions warrant a weighting of qualities on the basis of teachers' reactions to representative selections.

The reading matter on which a large number of teachers reported did not include any informational literature except the traditional. The weightings of qualities in the set of standards do not apply directly to such material as that discussed in Chapter VII, although such literature receives a high rating when judged by the standards for other good literature.

The standards set up must possess flexibility because the amount of time to be devoted to a selection and the responsiveness or academic standard of a class may change a selection from the "easy" rating to the "difficult," and *vice versa*.

In order to use the standards effectively, one must become thoroughly familiar with the style and content of several of the selections of each degree of difficulty and interest for each of the school grades.

The standards may be used in judging not only reading matter now in use, but also matter proposed for use. When used for the latter purpose, the standards constitute a tentative scale for evaluating reading selections.

CHAPTER X

SUMMARY AND CONCLUSIONS

The purposes of this concluding chapter are (1) to review the aims and methods of the present investigation, (2) to summarize the results obtained, (3) to call attention to the guiding principles already formulated, and (4) to add final conclusions.

Aims and Methods of This Investigation. At the beginning of this investigation, a three-fold aim was set up, namely, the collection and organization of data which would make possible the detection and elimination of undesirable reading selections, the detection of superior selections, and the correct placement of these superior selections. In order to establish a working basis, the desirable outcomes of the course in reading were formulated together with a statement of the means for attaining them. In the pursuance of this project, several methods of procedure have been employed in order to obtain first-hand reactions from both pupils and teachers. These forms of procedure include two questionnaires sent to carefully selected teachers for their reactions to standard reading material and one questionnaire also sent to teachers for their reactions to new informational selections. Pupils' reactions to representative selections were obtained by direct presentation of them to pupils of Grades III to VIII.

Summarization of Results. The present investigation has led to the accumulation of teachers' judgments upon a very large number of selections found in basal readers. Many teachers report that much of this material is unsatisfactory for the grades in which it is used. The most prevalent undesirable quality of reading material reported is its over-maturity. As evidence of this over-maturity, there are not only the testimonies of teachers of lower grades to the effect that many selections are too difficult for their grades but also the

testimonies of teachers of higher grades that the same selections are successful when used in these higher grades. In addition to selections which are undesirable because of their over-maturity are selections undesirable because they *lack action* or a *plot*, or because they are *unreal, depressing, monotonous*, or *not well told*. Selections possessing these undesirable qualities are also said to be *too long* or *scrappy*. A few selections are unsatisfactory in certain grades because the pupils have outgrown or become tired of them. A detailed treatment of undesirable qualities is contained in Chapter IV.

Although most standard selections are now established within two or three grades, variability still exists in the placement of much reading matter. Among selections which are variously placed, are superior passages possessing wide ranges of appeal. These ranges of appeal render them available for use in more than one grade. Such selections often begin to be satisfactory in one grade and thereafter rise or continue in favor from grade to grade. Evidence has been cited to show that many of these superior passages are unsatisfactory in some of the lower grades in which they are used. In these cases our data show the beginning but not the end of satisfactory use. Other selections rise in teachers' ratings but also, within the elementary grades, decline.

Variabilities in the success of selections in different schools indicate that variabilities in academic standards rather than in population are responsible for this success or the lack of it. Clear evidence of this fact is found in the responses of pupils of the different schools cooperating in this investigation. Although great differences exist in the character of the population represented by these schools, the pupils do not show differences in interest in the control of the passages read if provision is made for the ability to comprehend the content. This means that moderately difficult or difficult selections may properly be presented to pupils of one grade in one school, while pupils in other schools may not be ready for them until at least one or two grades later. When different schools vary so greatly that pupils regularly classified in a given grade are consistently one or two grades apart in comprehension, differ-

ences in the selections read are necessary unless radical measures are taken for the improvement of teaching in the more backward schools. In view of the fact that pupils shift from school to school, changes in gradation of material for different localities are attended with administrative difficulties. These difficulties are believed to warrant less consideration than the fact that pupils in many schools derive little benefit from selections which are suitable for pupils of their grades in other schools.

Teachers in widely separated cities agree upon the undesirability of certain selections and the desirability of others. Evidences from pupils' responses support the teachers in their objections to many undesirable selections. The selections to which teachers most frequently object are those which require careful analysis by teachers and, therefore, necessitate slow reading, make silent reading difficult if not impossible until after class study, and lead to verbalism. A few teachers cling to these selections with the avowed purpose of inculcating moral principles. Most teachers, however, agree that attempts to force adult conceptions upon children insufficiently prepared to receive such conceptions are futile.

Selections which are satisfactory to both teachers and pupils are abundant. The varied kinds of satisfactory material together with its abundance remove the necessity for using material which is agreed upon as unsatisfactory. The characteristics of satisfactory selections are set forth in the formulation of standards in the preceding chapter.

A careful study of our data on traditional informational literature throws light upon the lack of interest of either pupils or teachers in the informational literature now available in readers. Newer informational literature, however, as discussed in Chapter VII finds favor with both pupils and teachers and provides content which has ample social justification. The success of this material emphasizes the importance as well as the desirability of having such literature written for pupils' use by experts and not culled from larger masterpieces or written for adults. Extensive additions of such material to the elementary reading course might be accompanied by an in-

crease instead of a decrease in the amount of general literature read if the whole course were more carefully graded, because such a gradation would eliminate the necessity for spending large amounts of time explaining over-mature selections.

Setting Up Standards and Guiding Principles for Selecting Reading Matter. The problem attacked in the present investigation is chiefly one of setting up standards for selecting and placing reading matter. By reason of the long experience of teachers with a large number of selections, our problem is the more readily solved. The evaluations of this existent and loosely organized body of reading matter indicate both the degree of the pupils' comprehension and of teachers' and pupils' interests, because they are regarded as basic in the selection and placement of material.

At this point, the question arises whether or not passages which are interesting to pupils are, at the same time, appropriate for use in the attainment of the ultimate values of the reading course. In answer to this question, carefully selected teachers give an unequivocal reply that the ultimate values are more readily attained by the use of interesting material than by the use of uninteresting material. This reply comes from teachers who have used both interesting and uninteresting material and are, therefore, able to speak authoritatively.

The nature of the replies of teachers to this question of attaining ultimate values by using interesting material may be analyzed with reference to the outcomes set up in Chapter I. First, the mastery of the mechanics of reading is said by teachers to result from the use of interesting material. Mastery of the mechanics of reading as analyzed in Chapter I consists partly of attaining a favorable attitude toward what is read. This attitude, in turn, necessitates both understanding and interest upon the pupils' part and leads to expressive oral reading or to formation of habits which ultimately make expressive or efficient silent reading possible. Also, in order to progress in reading, the pupil must grow in the ability to recognize words automatically. Here again interesting reading material is said to facilitate the development of appropriate processes

by reason of the concomitant increase in the desire of the pupil to get the meaning from the printed page.

Second, teachers assert that ability in interpreting the printed page is facilitated by the use of interesting content. Here, as in the development of the mechanics of reading, a favorable attitude is necessary. That is, the reader should be able temporarily to assume the author's point of view and must understand the content of the passage read. Also, the willingness of the pupil to analyze the content and apply it to situations other than those presented in the material read depends upon his interest in the passage. The content of the course in reading must present problems, interesting situations, or points of view which provide for the activity of the pupil in selecting, analyzing, and making application. Such activity is, in the opinion of teachers, provided by the selections designated as superior and placed accordingly in the formulated set of standards.

Third, the development of general culture as presented in Chapter I is primarily dependent upon a certain type of exercise, namely, pleasurable activity in reading. Obviously, such pleasurable activity can result only in case the material read is interesting to the reader.

In the development of general culture and ability in interpretation, there is no necessary objection to the use of passages which require careful explanation and presentation. There is, however, in the accumulated statements of teachers, strong evidence that, to be satisfactory, reading matter must be carefully graded in both mechanics and content, and that the difficulties must be presented less abruptly than they are in certain current series of readers. Teachers as now prepared and with present-day facilities as to time for teaching reading, the number of pupils in classes, and individual differences of pupils are practically unanimous in asking that makers of readers take cognizance of schools as they are and select content accordingly. In the case of the compiler, there is an attempt to develop speedily an appreciation for fine literature and also speedily to extend greatly the pupil's familiarity with literature. In the case of the teacher, there is an attempt to teach

her pupils as they advance day by day. On the one hand, the compiler is, the teachers imply, inclined toward the logical organization of the subject matter; on the other hand, teachers are compelled to cope with the psychological development of pupils. In order to bring the two points of view together,—the ideal of the compiler and the practical attitude of the teacher—there needs to be a broader range of literature organized with specific reference to the psychological problems of the teacher, including the slowly developing ability of her pupils. Without commenting on the advance already made in this direction, we have presented evidence upon the present status of the content of readers. This evidence is unequivocal in the demand for still further advance in the increase in the amount of reading material and its more careful selection and organization.

These considerations have led to the formulation of the standards presented in the preceding chapter. In taking cognizance of teachers' and pupils' interests, these standards are, therefore, believed to possess psychological values which have been wanting in the plans of certain compilers of readers. While these directly practical matters have been held in mind, the ultimate values of the course in reading have not been overlooked.

Flexibility in the placement of reading selections is provided in the formulated standards in accordance with the responses of teachers and pupils. The ratings of the selections in successive grades indicate their probable interest and difficulty. This feature of the standards will enable persons who desire some easy and also some difficult matter in the course of a single year to make use of the collected judgments of the participants in this investigation and will also aid in the selection of material adapted to pupils whose academic standing is relatively low or high for their grades.

Based, as they are, on the experience of persons directly engaged in administering the course in reading, the standards of judgment are offered as a guide in the selection and placement of the content of the course.

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